Medina Valley ISD Board of Trustees
Regular Meeting
{{Date }} at 6:30 PM

Medina Valley ISD Central Office Board Room, 8449 FM 471 S, Castroville, TX 78009

Notice is hereby given that on **October 18, 2021** the **Board of Trustees of the Medina Valley Independent School District** will hold a **Regular Board Meeting at 6:30 PM at {{Location: Meeting Location.}}** The subjects to be discussed are listed on the agenda which is attached to and made part of this notice.

Members of the public who desire to address the Board during Public Comments will need to sign up to speak prior to the start of the meeting by providing their name, and the topic they wish to address to the Board on the sign in sheet provided. At Regular Board Meetings the Board of Trustees shall permit public comment on any topic. At all other Board Meetings public comments will be limited to items on the agenda posted with the notice of the meeting. All public comments are limited to 5 minutes.

If it is determined that during the meeting an item on the agenda that can be legally discussed in closed session be removed from the open session and discussed in closed session, the board may elect to discuss such agenda item in closed session in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before convening into Closed Meeting the Presiding Officer will announce the time and identify the section or sections of this chapter under which the closed meeting is held. All final votes, actions, or decisions shall be taken in open meeting. The Presiding Officer will announce the date and time for the end of the Closed Meeting before resuming the Open Meeting.

If you have a disability, please advise the school district about special arrangements that may allow you to fully participate in this meeting by calling Medina Valley ISD at 830-931-2243.

For Medina Valley ISD Board of Trustees:

Scott Caloss ED.D., Superintendent of Schools

Medina Valley ISD
Regular Meeting
October 18, 2021

{{Name: Agenda Item Name}}

I. **First Order of Business**

A Establish a Quorum

B Pledge of Allegiance to the Flag followed by a moment of silence

II. **Announcements/Communications/Presentations**

A Guidance and Counseling Update 4

B Financial Briefing 9

C Superintendent Briefing 22

III. **Public Comment**
At Regular Board Meetings the Board shall permit public comment on any topic. At all other Board Meetings public comments will be limited to items on the agenda posted with the notice of the meeting. All Public Comments are limited to 5 minutes.

IV. **Discussion and Possible Action Items**

A **Consent Agenda Items**

1 Minutes of Regular Board Meeting on September 20, 2021, and Board Workshop on October 11, 2021 31

2 Donations 37

3 Superintendent's Report on Budgeted Purchases of Goods/Services in Excess of $50,000

B Consider 2021-2022 District Improvement Plan 40

C Consider TASB recommended Local Policy Update 117 affecting CH(Local), CV(Local), and DEC(Local) 394

V. **Closed Session**

A Personnel Matters (TX Govt. Code Section 551.074)

B Deliberation Regarding Real Property (TX Govt. Code Section 551.072)

VI. **Continued Discussion and Possible Action Items**

A Consider professional contract recommendations

B Consider adopting a Resolution formally approving the purchase of a 29.938-acre tract of real property in Medina County, Texas, and authorizing the Superintendent to act on behalf of the Board to close on the transaction, to tender the agreed Purchase Price and all closing and other costs required under the Contract to the title company for the acquisition of said property, and to execute such other and further documents as may be necessary or desirable to effect the District's purchase of the said property.

C Consideration of future meeting dates

VII. **Adjournment**

Superintendent Board Goal #1

Focus on the whole child including physical, social, and emotional well-being.

(1A) Implementation of a Comprehensive School Counseling Program & (1B) Review of Job Descriptions

- 3-Day Training Model designed for strategic planning
- Development of a department mission statement, program definition, rationale, & assumptions
- Extensive review of the Four Foundational Components of a comprehensive program
  - Guidance Curriculum
  - Responsive Services
  - Individual Planning
  - System Support
- In-depth discussion on Program Balancing & Compliance with S.B. 179
- Introduced the Texas Evaluation Model for Professional School Counselors (TEMPSC-III)
- Revised Job Descriptions for Elementary & Secondary Counselors

(1C) Campus Counseling Program Goals

- **District Comprehensive School Counseling Program Goal 1:** Medina Valley Professional School Counselors will maintain a balanced schedule by ensuring that a minimum of 80% of daily tasks are aligned with the four components of a Comprehensive School Counseling Program and submit documentation of goal completion at the end of the school year.

- **District Comprehensive School Counseling Program Goal 2:** The Medina Valley Professional School Counselors will implement suicide prevention strategies through the Guidance Curriculum Component having contact with 95% of all students by the end of the school year.

(1D) MVISD Mental Wellness Plan: focusing on Suicide Prevention, targeted training on Mental Health, & the enhancement of a Lead Social Worker Position & (1E) Support System Protocol for At-Risk Students

- Ongoing District & Campus PD
  - District SEL, Campus SEL, VP Academy - SEL in Discipline, Signs & Symptoms, Trauma Informed Care, Mental Health First Aid Training for Attendance Officers and Campus Nurses, and much more!
- MVISD Lead Social Worker, Emily Perez, LCSW-S
- Multidisciplinary approach to supporting our At-Risk Population

Educating the mind without educating the heart is no education at all.

Aristotle

SEPTEMBER 2021
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT

Estimated Revenues	Original Budget	Current Budget	Current Period Actual	YTD Actual	Estimated Revenue/ Encumbrance	Total Estimated Rev/Expense	Balance	Current Year Percent Recognized	Prior Year Percent Recognized
5700 Local Revenues	$ 26,409,029	$ 26,409,029	$ 83,862	$ 83,862	$ -	$ 83,862	$ (26,325,167)	0.32%	0.48%
5800 State Program Revenues	**$ 34,153,847**	**$ 34,153,847**	**$ 6,741,060**	**$ 6,741,060**	**$ -**	**$ 6,741,060**	**$ (27,412,787)**	**19.74%**	**14.06%**
5900 Federal Revenues	$ 1,125,000	$ 1,125,000	$ -	$ -	$ -	$ -	$ (1,125,000)	0.00%	2.78%
Total Revenues	**$ 61,687,876**	**$ 61,687,876**	**$ 6,824,922**	**$ 6,824,922**	**$ -**	**$ 6,824,922**	**$(54,862,954)**	**11.06%**	**8.59%**
Proposed Appropriations									
11 Instruction	$ 35,644,742	$ 35,644,742	$ 2,660,969	$ 2,660,969	$ 31,041,119	$ 33,702,088	$ 1,942,654	7.47%	8.10%
12 Media Services	**$ 618,711**	**$ 618,711**	**$ 41,547**	**$ 41,547**	**$ 361,863**	**$ 403,410**	**$ 215,301**	**6.72%**	**7.43%**
13 Staff Development	$ 831,301	$ 831,301	$ 109,093	$ 109,093	$ 437,864	$ 546,957	$ 284,344	13.12%	5.89%
21 Instruct. Leadership	**$ 838,867**	**$ 838,867**	**$ 52,601**	**$ 52,601**	**$ 618,753**	**$ 671,353**	**$ 167,514**	**6.27%**	**6.83%**
23 School Leadership	$ 3,214,638	$ 3,214,638	$ 233,605	$ 233,605	$ 2,692,329	$ 2,925,934	$ 288,703	7.27%	8.48%
31 Counseling	**$ 2,452,309**	**$ 2,452,309**	**$ 179,226**	**$ 179,226**	**$ 1,979,393**	**$ 2,158,619**	**$ 293,690**	**7.31%**	**8.65%**
32 Social Work Services	$ 658,837	$ 658,837	$ 41,530	$ 41,530	$ 487,828	$ 529,358	$ 129,479	6.30%	8.15%
33 Health Services	**$ 642,758**	**$ 642,758**	**$ 60,202**	**$ 60,202**	**$ 684,433**	**$ 744,635**	**$ (101,877)**	**9.37%**	**9.25%**
34 Student Transportation	$ 3,726,221	$ 3,726,221	$ 341,443	$ 341,443	$ 3,004,704	$ 3,346,147	$ 380,074	9.16%	6.44%
35 Food Service	**$ 45,000**	**$ 45,000**	**$ -**	**$ -**	**$ 45,000**	**$ 45,000**	**$ -**	**0.00%**	**16.16%**
36 Extracurricular Activities	$ 2,020,263	$ 2,020,263	$ 125,786	$ 125,786	$ 1,210,428	$ 1,336,214	$ 684,049	6.23%	6.32%
41 General Admin	**$ 1,843,421**	**$ 1,843,421**	**$ 189,750**	**$ 189,750**	**$ 1,501,875**	**$ 1,691,626**	**$ 151,795**	**10.29%**	**6.82%**
51 Maint. Operations	$ 6,676,793	$ 6,676,793	$ 860,034	$ 860,034	$ 3,840,802	$ 4,700,836	$ 1,975,957	12.88%	5.73%
52 Security/Monitoring	**$ 581,689**	**$ 581,689**	**$ 17,031**	**$ 17,031**	**$ 431,359**	**$ 448,390**	**$ 133,299**	**2.93%**	**4.57%**
53 Data Processing	$ 1,452,641	$ 1,452,641	$ 154,714	$ 154,714	$ 959,829	$ 1,114,543	$ 338,098	10.65%	12.95%
61 Community Services	**$ 24,686**	**$ 24,686**	**$ 617**	**$ 617**	**$ 8,811**	**$ 9,429**	**$ 15,257**	**2.50%**	**8.14%**
81 Facilities Construction	$ -	$ -	$ -	$ -	$ -	$ -	$ -	#DIV/0!	0.80%
95 JJAEP	**$ 5,000**	**$ 5,000**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 5,000**	**0.00%**	**0.00%**
99 Intergovernmental	$ 410,000	$ 410,000	$ 103,413	$ 103,413	$ 284,838	$ 388,251	$ 21,749	25.22%	24.01%
Totals	**$ 61,687,876**	**$ 61,687,876**	**$ 5,171,562**	**$ 5,171,562**	**$ 49,591,228**	**$ 54,762,791**	**$ 6,925,085**	**8.38%**	**7.83%**

Current Year Estimated Surplus/Deficit	**$ -**	**$ -**
Beginning Fund Balance	$ 22,755,428	$ 22,755,428
Est. Ending Fund Balance	$ 22,755,428	$ 22,755,428

SEPTEMBER 2021
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT
(Realized Expenses)

Estimated Revenues	Current Budget	September	October	November	YTD Actual	Balance
5700 Local Revenues	$ 26,409,029	$ 83,862	$ -	$ -	$ 83,862	$ 26,325,167
5800 State Program Revenues	**$ 34,153,847**	**$ 6,741,060**	**$ -**	**$ -**	**$ 6,741,060**	**$ 27,412,787**
5900 Federal Revenues	$ 1,125,000	$ -	$ -	$ -	$ -	$ 1,125,000
Total Revenues	**$ 61,687,876**	**$ 6,824,922**	**$ -**	**$ -**	**$ 6,824,922**	**$ 54,862,954**
Proposed Appropriations						
11 Instruction	$ 35,644,742	$ 2,660,969	$ -	$ -	$ 2,660,969	$ 32,983,773
12 Media Services	**$ 618,711**	**$ 41,547**	**$ -**	**$ -**	**$ 41,547**	**$ 577,164**
13 Staff Development	$ 831,301	$ 109,093	$ -	$ -	$ 109,093	$ 722,208
21 Instruct. Leadership	**$ 838,867**	**$ 52,601**	**$ -**	**$ -**	**$ 52,601**	**$ 786,266**
23 School Leadership	$ 3,214,638	$ 233,605	$ -	$ -	$ 233,605	$ 2,981,032
31 Counseling	**$ 2,452,309**	**$ 179,226**	**$ -**	**$ -**	**$ 179,226**	**$ 2,273,083**
32 Social Work Services	$ 658,837	$ 41,530	$ -	$ -	$ 41,530	$ 617,307
33 Health Services	**$ 642,758**	**$ 60,202**	**$ -**	**$ -**	**$ 60,202**	**$ 582,556**
34 Student Transportation	$ 3,726,221	$ 341,443	$ -	$ -	$ 341,443	$ 3,384,778
35 Food Service	**$ 45,000**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 45,000**
36 Extracurricular Activities	$ 2,020,263	$ 125,786	$ -	$ -	$ 125,786	$ 1,894,477
41 General Admin	**$ 1,843,421**	**$ 189,750**	**$ -**	**$ -**	**$ 189,750**	**$ 1,653,671**
51 Maint. Operations	$ 6,676,793	$ 860,034	$ -	$ -	$ 860,034	$ 5,816,759
52 Security/Monitoring	**$ 581,689**	**$ 17,031**	**$ -**	**$ -**	**$ 17,031**	**$ 564,658**
53 Data Processing	$ 1,452,641	$ 154,714	$ -	$ -	$ 154,714	$ 1,297,927
61 Community Services	**$ 24,686**	**$ 617**	**$ -**	**$ -**	**$ 617**	**$ 24,069**
81 Facilities Construction	$ -	$ -	$ -	$ -	$ -	$ -
95 JJAEP	**$ 5,000**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 5,000**
99 Intergovernmental	$ 410,000	$ 103,413	$ -	$ -	$ 103,413	$ 306,587
Totals	**$ 61,687,876**	**$ 5,171,562**	**$ -**	**$ -**	**$ 5,171,562**	**$ 56,516,314**

3 Month Average

SEPTEMBER 2021
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT

SEPTEMBER TAX COLLECTIONS

M&O Taxes	Tax Levy/ Beginning Balance	Cumulative Adjustment	Adjusted Levy	Current Month Collections	YTD Collections	YTD Discount	YTD Other Adjustment	Uncollected Balance	Current Year Collections	Prior Year Collections
2021 Tax Levy	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%	$ -
Delinquent Tax Years	$ 1,157,811	$ (50,850)	$ 1,106,960	$ 17,437	$ 17,437	$ -	$ -	$ 1,089,524	1.58%	$ -
	$ 1,157,811	$ (50,850)	$ 1,106,960	$ 17,437	$ 17,437	$ -	$ -	$ 1,089,524	1.58%	$ -

I&S Taxes	- Beginning Balance	Cumulative Adjustment	Adjusted Levy	Month Collections	YTD Collections	YTD Discount	YTD Other Adjustment	Uncollected Balance	Current Year Collections	Prior Year Collections
2021 Tax Levy	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%	$ -
Delinquent Tax Years	$ 473,728	$ (26,194)	$ 447,535	$ 6,754	$ 6,754	$ -	$ -	$ 440,780	1.51%	$ -
	$ 473,728	$ (26,194)	$ 447,535	$ 6,754	$ 6,754	$ -	$ -	$ 440,780	1.51%	$ -

Total Tax Collections	Beginning Balance	Cumulative Adjustment	Adjusted Levy	Month Collections	YTD Collections	YTD Discount	YTD Other Adjustment	Uncollected Balance	Current Year Collections	Prior Year Collections
2021 Tax Levy	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%	$ -
Delinquent Tax Years	$ 1,631,539	$ (77,044)	$ 1,554,495	$ 24,191	$ 24,191	$ -	$ -	$ 1,530,304	1.56%	$ -
	$ 1,631,539	$ (77,044)	$ 1,554,495	$ 24,191	$ 24,191	$ -	$ -	$ 1,530,304	1.56%	$ -

TAX COLLECTIONS SUMMARY

M&O Collections	Current Year Budget	Current Year Current Month	Current Year YTD	Current Year % Collected	Prior Year Budget	Prior Year Current Month	Prior Year YTD	Prior Year % Collected
Current Year Tax	$ 25,856,274	$ -	$ -	0.00%	$ 20,631,077	$ -	$ -	0.00%
Delinquent Tax Years	$ 200,000	$ 17,437	$ 17,437	8.72%	$ 200,000	$ 64,906	$ 64,906	32.45%
Interest	$ 197,756	$ 11,525	$ 11,525	5.83%	$ 200,000	$ 14,815	$ 14,815	7.41%
	$ 26,254,030	$ 28,962	$ 28,962	0.11%	$ 21,031,077	$ 79,721	$ 79,721	0.38%

I&S Collections	Current Year Budget	Current Year Current Month	Current Year YTD	Current Year % Collected	Prior Year Budget	Prior Year Current Month	Prior Year YTD	Prior Year % Collected
Current Year Tax	$ 12,982,853	$ -	$ -	0.00%	$ 12,100,706	$ -	$ -	0.00%
Delinquent Tax Years	$ 100,000	$ 6,754	$ 6,754	6.75%	$ 90,000	$ 26,715	$ 26,715	29.68%
Interest	$ 100,000	$ 5,120	$ 5,120	5.12%	$ 100,000	$ 5,619	$ 5,619	5.62%
	$ 13,182,853	$ 11,874	$ 11,874	0.09%	$ 12,290,706	$ 32,335	$ 32,335	0.26%

Total Tax Collections	Current Year Budget	Current Year Current Month	Current Year YTD	Current Year % Collected	Prior Year Budget	Prior Year Current Month	Prior Year YTD	Prior Year % Collected
Current Year Tax	$ 38,839,127	$ -	$ -	0.00%	$ 32,731,783	$ -	$ -	0.00%
Delinquent Tax Years	$ 300,000	$ 24,191	$ 24,191	8.06%	$ 290,000	$ 91,621	$ 91,621	31.59%
Interest	$ 297,756	$ 16,645	$ 16,645	5.59%	$ 300,000	$ 20,434	$ 20,434	6.81%
	$ 39,436,883	$ 40,836	$ 40,836	0.10%	$ 33,321,783	$ 112,056	$ 112,056	0.34%

SEPTEMBER 2021
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT
(Realized Only)

M&O Collections	Adjusted Levy	September	October	November	YTD Actual	Percent Collected
2020-21 Tax Collections	$ -	$ -	$ -	$ -	$ -	0.00%
Delinquent Tax Years	$ 1,106,960	$ 17,437	$ -	$ -	$ 17,437	1.58%
	$ 1,106,960	$ 17,437	$ -	$ -	$ 17,437	1.58%

I&S Collections	Adjusted Levy	September	October	November	YTD Actual	Percent Collected
2020-21 Tax Collections	$ -	$ -	$ -	$ -	$ -	0.00%
Delinquent Tax Years	$ 447,535	$ 6,754	$ -	$ -	$ 6,754	1.51%
	$ 447,535	$ 6,754	$ -	$ -	$ 6,754	1.51%

Total Tax Collections	Adjusted Levy	September	October	November	YTD Actual	Percent Collected
2020-21 Tax Collections	$ -	$ -	$ -	$ -	$ -	0.00%
Delinquent Tax Years	$ 1,554,495	$ 24,191	$ -	$ -	$ 24,191	1.56%
	$ 1,554,495	$ 24,191	$ -	$ -	$ 24,191	1.56%

SEPTEMBER 2021
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT
(Wages and Benefits Realized Expenses)

	Appropriations	Current Budget	September	October	November	YTD Actual	Balance
11	Instruction	$ 33,541,568	$ 2,568,808	$ -	$ -	$ 2,568,808	$ 30,972,760
12	**Media Services**	**$ 571,511**	**$ 29,786**	**$ -**	**$ -**	**$ 29,786**	**$ 541,725**
13	Staff Development	$ 517,960	$ 40,702	$ -	$ -	$ 40,702	$ 477,258
21	**Instruct. Leadership**	**$ 728,375**	**$ 49,177**	**$ -**	**$ -**	**$ 49,177**	**$ 679,197**
23	School Leadership	$ 3,026,713	$ 229,699	$ -	$ -	$ 229,699	$ 2,797,014
31	**Counseling**	**$ 2,236,966**	**$ 163,046**	**$ -**	**$ -**	**$ 163,046**	**$ 2,073,921**
32	Social Work Services	$ 653,955	$ 41,530	$ -	$ -	$ 41,530	$ 612,425
33	**Health Services**	**$ 620,058**	**$ 59,351**	**$ -**	**$ -**	**$ 59,351**	**$ 560,707**
34	Student Transportation	$ 2,550,721	$ 214,128	$ -	$ -	$ 214,128	$ 2,336,593
35	**Food Service**	**$ 45,000**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 45,000**
36	Extracurricular Activities	$ 910,672	$ 65,955	$ -	$ -	$ 65,955	$ 844,716
41	**General Admin**	**$ 1,331,745**	**$ 116,236**	**$ -**	**$ -**	**$ 116,236**	**$ 1,215,509**
51	Maint. Operations	$ 3,993,464	$ 288,422	$ -	$ -	$ 288,422	$ 3,705,042
52	**Security/Monitoring**	**$ 192,529**	**$ 10,096**	**$ -**	**$ -**	**$ 10,096**	**$ 182,433**
53	Data Processing	$ 1,005,741	$ 68,596	$ -	$ -	$ 68,596	$ 937,145
61	**Community Services**	**$ 20,906**	**$ 503**	**$ -**	**$ -**	**$ 503**	**$ 20,403**
81	Facilities Construction	$ -	$ -	$ -	$ -	$ -	$ -
	Totals	**$ 51,947,884**	**$ 3,946,035**	**$ -**	**$ -**	**$ 3,946,035**	**$ 48,001,849**
		3 Month Average					

SEPTEMBER 2021
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT
(Contracted Services Realized Expenses)

Appropriations	Current Budget	September	October	November	YTD Actual	Balance
11 Instruction	$ 587,221	$ 1,643	$ -	$ -	$ 1,643	$ 585,578
12 Media Services	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
13 Staff Development	$ 157,280	$ 61,574	$ -	$ -	$ 61,574	$ 95,706
21 Instruct. Leadership	**$ 25,315**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 25,315**
23 School Leadership	$ 40,575	$ -	$ -	$ -	$ -	$ 40,575
31 Counseling	**$ 122,066**	**$ 1,520**	**$ -**	**$ -**	**$ 1,520**	**$ 120,546**
32 Social Work Services	$ -	$ -	$ -	$ -	$ -	$ -
33 Health Services	**$ 4,000**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 4,000**
34 Student Transportation	$ 62,000	$ 1,533	$ -	$ -	$ 1,533	$ 60,467
35 Food Service			**$ -**	**$ -**	**$ -**	**$ -**
36 Extracurricular Activities	$ 277,598	$ 5,285	$ -	$ -	$ 5,285	$ 272,313
41 General Admin	**$ 213,043**	**$ 9,314**	**$ -**	**$ -**	**$ 9,314**	**$ 203,729**
51 Maint. Operations	$ 1,648,000	$ 33,968	$ -	$ -	$ 33,968	$ 1,614,032
52 Security/Monitoring	**$ 333,010**	**$ 6,935**	**$ -**	**$ -**	**$ 6,935**	**$ 326,075**
53 Data Processing	$ 23,383	$ -	$ -	$ -	$ -	$ 23,383
61 Community Services	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
81 Facilities Construction	$ -	$ -	$ -	$ -	$ -	$ -
95 JJAEP	**$ 5,000**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 5,000**
99 Intergovernmental	$ 410,000	$ 103,413	$ -	$ -	$ 103,413	$ 306,587
Totals	**$ 3,908,491**	**$ 225,185**	**$ -**	**$ -**	**$ 225,185**	**$ 3,683,306**
	3 Month Average					

SEPTEMBER 2021
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT
(Supplies and Materials Realized Expenses)

Appropriations	Current Budget	September	October	November	YTD Actual	Balance
11 Instruction	$ 1,452,685	$ 84,571	$ -	$ -	$ 84,571	$ 1,368,114
12 Media Services	**$ 45,440**	**$ 11,761**	**$ -**	**$ -**	**$ 11,761**	**$ 33,679**
13 Staff Development	$ 62,093	$ -	$ -	$ -	$ -	$ 62,093
21 Instruct. Leadership	**$ 43,983**	**$ 558**	**$ -**	**$ -**	**$ 558**	**$ 43,425**
23 School Leadership	$ 93,287	$ 3,877	$ -	$ -	$ 3,877	$ 89,410
31 Counseling	**$ 71,575**	**$ 14,660**	**$ -**	**$ -**	**$ 14,660**	**$ 56,915**
32 Social Work Services	$ 4,883	$ -	$ -	$ -	$ -	$ 4,883
33 Health Services	**$ 16,750**	**$ 364**	**$ -**	**$ -**	**$ 364**	**$ 16,386**
34 Student Transportation	$ 556,500	$ 36,101	$ -	$ -	$ 36,101	$ 520,399
35 Food Service			**$ -**	**$ -**	**$ -**	**$ -**
36 Extracurricular Activities	$ 216,736	$ 1,958	$ -	$ -	$ 1,958	$ 214,778
41 General Admin	**$ 126,700**	**$ 17,250**	**$ -**	**$ -**	**$ 17,250**	**$ 109,450**
51 Maint. Operations	$ 427,000	$ 33,641	$ -	$ -	$ 33,641	$ 393,359
52 Security/Monitoring	**$ 53,500**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 53,500**
53 Data Processing	$ 356,782	$ 86,107	$ -	$ -	$ 86,107	$ 270,675
61 Community Services	**$ 1,380**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 1,380**
81 Facilities Construction	$ -	$ -	$ -	$ -	$ -	$ -
95 JJAEP	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
99 Intergovernmental	$ -	$ -	$ -	$ -	$ -	$ -
Totals	**$ 3,529,293**	**$ 290,849**	**$ -**	**$ -**	**$ 290,849**	**$ 3,238,444**

3 Month Average

SEPTEMBER 2021
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT
(Travel and Misc. Realized Expenses)

Appropriations	Current Budget	September	October	November	YTD Actual	Balance
11 Instruction	$ 50,751	$ 5,947	$ -	$ -	$ 5,947	$ 44,805
12 Media Services	**$ 1,760**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 1,760**
13 Staff Development	$ 93,868	$ 6,817	$ -	$ -	$ 6,817	$ 87,051
21 Instruct. Leadership	**$ 41,194**	**$ 2,865**	**$ -**	**$ -**	**$ 2,865**	**$ 38,328**
23 School Leadership	$ 54,063	$ 30	$ -	$ -	$ 30	$ 54,033
31 Counseling	**$ 21,702**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 21,702**
32 Social Work Services	$ -	$ -	$ -	$ -	$ -	$ -
33 Health Services	**$ 1,950**	**$ 488**	**$ -**	**$ -**	**$ 488**	**$ 1,463**
34 Student Transportation	$ 7,000	$ 89,681	$ -	$ -	$ 89,681	$ (82,681)
35 Food Service			**$ -**	**$ -**	**$ -**	**$ -**
36 Extracurricular Activities	$ 372,897	$ 30,759	$ -	$ -	$ 30,759	$ 342,138
41 General Admin	**$ 171,933**	**$ 46,950**	**$ -**	**$ -**	**$ 46,950**	**$ 124,983**
51 Maint. Operations	$ 483,329	$ 456,483	$ -	$ -	$ 456,483	$ 26,846
52 Security/Monitoring	**$ 2,650**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 2,650**
53 Data Processing	$ 4,860	$ 11	$ -	$ -	$ 11	$ 4,849
61 Community Services	**$ 2,400**	**$ 114**	**$ -**	**$ -**	**$ 114**	**$ 2,286**
81 Facilities Construction	$ -	$ -	$ -	$ -	$ -	$ -
95 JJAEP	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
99 Intergovernmental	$ -	$ -	$ -	$ -	$ -	$ -
Totals	**$ 1,310,358**	**$ 640,145**	**$ -**	**$ -**	**$ 640,145**	**$ 670,213**

3 Month Average

SEPTEMBER 2021
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT
(Capital Outlay Realized Expenses)

Appropriations	Current Budget	September	October	November	YTD Actual	Balance
11 Instruction	$ 12,616	$ -	$ -	$ -	$ -	$ 12,616
12 Media Services	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
13 Staff Development	$ -	$ -	$ -	$ -	$ -	$ -
21 Instruct. Leadership	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
23 School Leadership	$ -	$ -	$ -	$ -	$ -	$ -
31 Counseling	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
32 Social Work Services	$ -	$ -	$ -	$ -	$ -	$ -
33 Health Services	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
34 Student Transportation	$ 550,000	$ -	$ -	$ -	$ -	$ 550,000
35 Food Service	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
36 Extracurricular Activities	$ 242,360	$ 21,828	$ -	$ -	$ 21,828	$ 220,532
41 General Admin	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
51 Maint. Operations	$ 125,000	$ 47,520	$ -	$ -	$ 47,520	$ 77,480
52 Security/Monitoring	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
53 Data Processing	$ 61,875	$ -	$ -	$ -	$ -	$ 61,875
61 Community Services	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
81 Facilities Construction	$ -	$ -	$ -	$ -	$ -	$ -
95 JJAEP	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
99 Intergovernmental	$ -	$ -	$ -	$ -	$ -	$ -
Totals	**$ 991,851**	**$ 69,348**	**$ -**	**$ -**	**$ 69,348**	**$ 922,503**

SEPTEMBER 2021
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT

Object	Current Budget	Current Period Actuals	YTD Actuals	Estimated Encumbrance	Total Estimated Expense	Balance	Current YTD % Recongized	Prior YTD % Recongized
6100 - Wages and Benefits	**$ 51,947,884**	**$ 3,946,035**	**$ 3,946,035**	**$ 46,363,841**	**$ 50,309,876**	**$ 1,638,007**	**7.60%**	**8.36%**
6200 - Contracted Services	$ 3,908,491	$ 225,185	$ 225,185	$ 1,634,530	$ 1,859,715	$ 2,048,776	5.76%	3.68%
6300 - Supplies and Materials	**$ 3,529,293**	**$ 290,849**	**$ 290,849**	**$ 867,931**	**$ 1,158,780**	**$ 2,370,514**	**8.24%**	**9.44%**
6400 - Travel and Miscellaneous	$ 1,310,358	$ 640,145	$ 640,145	$ 142,931	$ 783,076	$ 527,281	48.85%	4.36%
6600 - Capital Outlay	**$ 991,851**	**$ 69,348**	**$ 69,348**	**$ 581,995**	**$ 651,343**	**$ 340,508**	**6.99%**	**0.00%**
TOTAL	**$ 61,687,877**	**$ 5,171,562**	**$ 5,171,562**	**$ 49,591,228**	**$ 54,762,791**	**$ 6,925,086**	**8.38%**	**7.83%**

SEPTEMBER 2021
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
FOOD SERVICE FUND FINANCIAL STATEMENT

	Estimated Revenues	Original Budget	Current Budget	Current Period Actual	YTD Actual	Balance	Current Year Percent Recognized	Prior Year Percent Recognized
5700	Local and Intermediate Revenues	$ 363,270	$ 363,270	$ 21,034	$ 21,034	$ 342,236	5.79%	3.83%
5800	**State Program Revenues**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**0.00%**	**0.00%**
5900	Federal Revenues	$ 4,647,817	$ 4,647,817	$ 555,566	$ 555,566	$ 4,092,251	11.95%	14.96%
	Total Revenues	**$ 5,011,087**	**$ 5,011,087**	**$ 576,600**	**$ 576,600**	**$ 4,434,487**	**11.51%**	**11.60%**
	Proposed Appropriations							
11	**Instruction**							
12	Instructional Resourcesand Media Services							
13	**Curriculum and Instructional Staff Development**							
21	Instructional Leadership							
23	**School Leadership**							
31	Guidance, Counseling and Evaluation Services							
32	**Social Work Services**							
33	Health Services							
34	**Student Transportation**							
35	Food Service	$ 4,488,351	$ 4,488,351	$ 352,768	$ 352,768	$ 4,135,583	7.86%	9.72%
36	**Extracurricular Activities**							
41	General Administration							
51	**Facilities Maintenance and Operations**							
52	Security and Monitoring Services							
53	**Data Processing Services**							
61	Community Services							
81	**Facilities Acquisition and Construction**							
95	Payments to JJAEP							
99	**Other Intergovernmental**							
	Totals	**$ 4,488,351**	**$ 4,488,351**	**$ 352,768**	**$ 352,768**	**$ 4,135,583**	**7.86%**	**9.72%**

Current Year Estimated Surplus/Deficit	**$ 522,736**	**$ -**
Beginning Year Fund Balance	**$ 515,688**	$ -
Projected End of Year Fund Balance	**$ 1,038,424**	$ -

SEPTEMBER 2021
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
INTEREST SINKING FUND FINANCIAL STATEMENT

	Estimated Revenues	Original Budget	Current Budget	Current Period Actual	YTD Actual	Balance	Current Year Percent Recognized	Prior Year Percent Recognized
5700	Local and Intermediate Revenues	$13,182,853	$ 13,182,853	$ 11,874	$ 11,874	$ 13,170,979	0.09%	0.27%
5800	**State Program Revenues**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**0.00%**	**0.00%**
5900	Federal Revenues	$ -	$ -	$ -	$ -	$ -	0.00%	0.00%
	Total Revenues	**$13,182,853**	**$ 13,182,853**	**$ 11,874**	**$ 11,874**	**$13,170,979**	**0.09%**	**0.26%**
	Proposed Appropriations							
11	Instruction							
12	**Instructional Resourcesand Media Services**							
13	Curriculum and Instructional Staff Development							
21	**Instructional Leadership**							
23	School Leadership							
31	**Guidance, Counseling and Evaluation Services**							
32	Social Work Services							
33	**Health Services**							
34	Student Transportation							
35	**Food Service**							
36	Extracurricular Activities							
41	**General Administration**							
51	Facilities Maintenance and Operations							
52	**Security and Monitoring Services**							
53	Data Processing Services							
61	**Community Services**							
71	Debt Service	$13,182,853	$ 13,182,853	$ 400	$ 400	$ 13,182,453	0.00%	0.00%
81	**Facilities Acquisition and Construction**							
95	Payments to JJAEP							
99	**Other Intergovernmental**							
	Totals	**$13,182,853**	**$ 13,182,853**	**$ 400**	**$ 400**	**$13,182,453**	**0.00%**	**0.00%**

Current Year Estimated Surplus/Deficit	**$ -**	**$ -**
Beginning Year Fund Balance	**$ 3,699,619**	**$ 3,699,619**
Projected End of Year Fund Balance	$ 3,699,619	$ 3,699,619

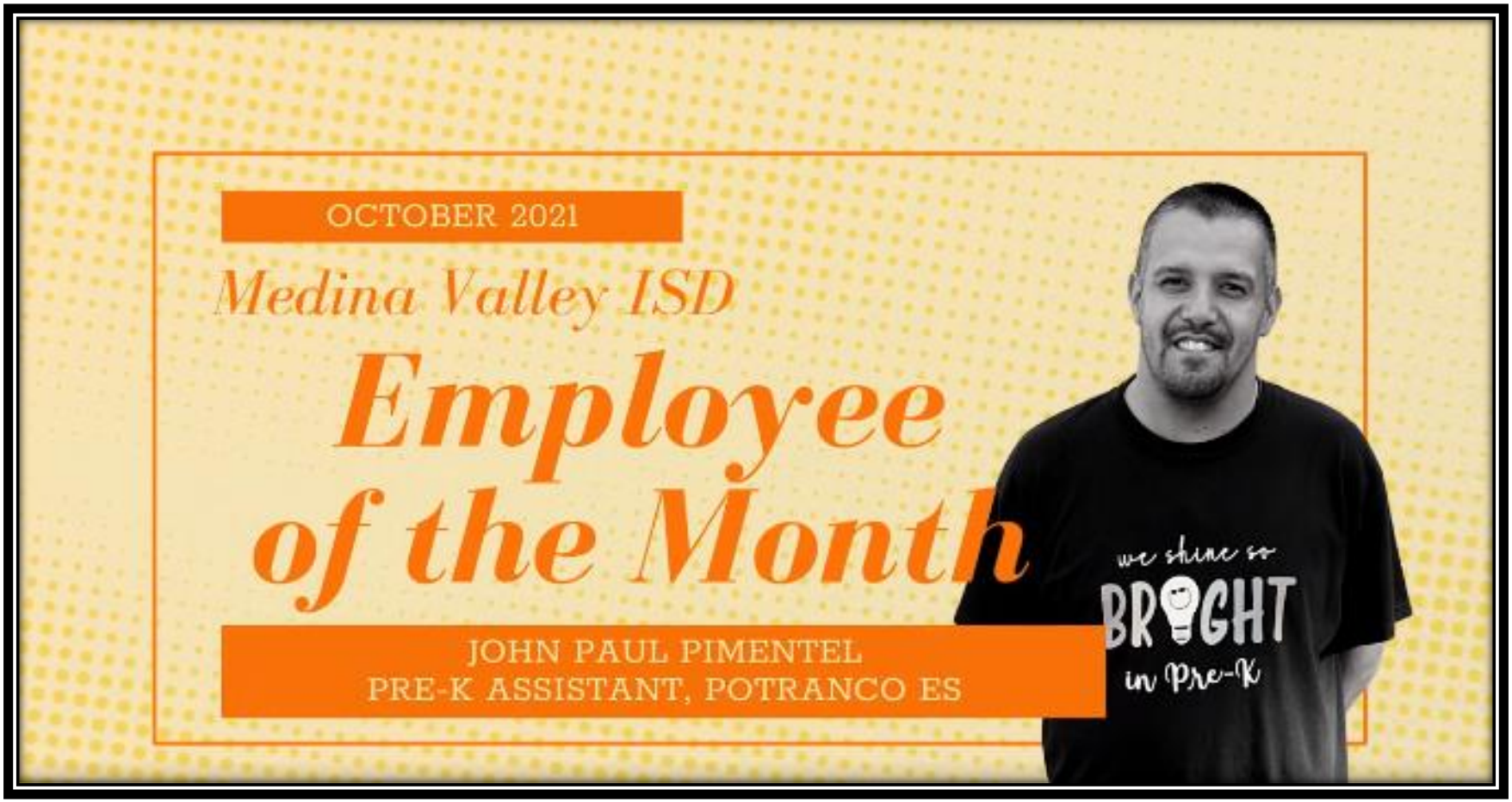
Medina Valley Independent School District
Investment Report for the Quarter Ending August 31, 2021

Depository Type	Account Name	Type of Account	% Earned	5/31/21 Book Value	5/31/21 Market Value	Changes Deposits	Changes Withdrawals	Changes Interest	8/31/21 Book Value	8/31/21 Market Value
Lone Star Investment Pool	Interest & Sinking	Corporate Overnight Plus	0.12%	$ 6,268,458	$ 6,269,075	$ 288,725	$ (2,855,738)	$ 1,318	$ 3,702,763	$ 3,703,040
Lone Star Investment Pool	Capital Projects (Series 2016)	Corporate Overnight Plus	0.12%	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Lone Star Investment Pool	Capital Projects (Series 2019)	Corporate Overnight Plus	0.12%	$ 8,350,935	$ 8,351,757	$ -	$ (3,750,609)	$ 1,688	$ 4,602,014	$ 4,602,359
Lone Star Investment Pool	Capital Projects (Series 2021)	Corporate Overnight Plus	0.12%	$ 42,002,531	$ 42,006,663	$ -	$ -	$ 9,702	$ 42,012,233	$ 42,015,378
Lone Star Investment Pool	General Operating	Corporate Overnight Plus	0.12%	$ 22,079,291	$ 22,081,463	$ 14,268,886	$ (12,972,687)	$ 4,929	$ 23,380,419	$ 23,382,170
Broadway Bank	General Operating	Public Funds Now	0.01%	$ 2,014,363	$ 2,014,363	$ 15,180,824	$ (15,762,526)	$ 38	$ 1,432,700	$ 1,432,700
Broadway Bank	Payroll	Public Funds Now	0.01%	$ 698,898	$ 698,898	$ 12,453,511	$ (12,617,736)	$ -	$ 534,673	$ 534,673
Broadway Bank	Workers Compensation	Public Funds Now	0.01%	$ 714,259	$ 714,259	$ 109,150	$ (65,376)	$ -	$ 758,033	$ 758,033
		Total		**$ 82,128,737**	**$ 82,136,479**	**$ 42,301,096**	**$ (48,024,671)**	**$ 17,676**	**$ 76,422,837**	**$ 76,428,353**

Superintendent Briefing

October 18, 2021

MVISD October Employee of the Month



KENS 5 EXCEL Award Winner

Lynli Jones
Castroville Elementary

KENS5 ALL-STAR STUDENT 2021-2022

Team Tennis
Undefeated District Champs!
Bi-District Champions!

Panther Band – Regional Marching
Superior Rating – Straight 1's

Cross-Country
Varsity Girls – District Champs!
Varsity Boys – District Runner-Up!

District Enrollment

	6/3/21	10/15/21	Growth
Castroville Elementary	588	602	+ 14
LaCoste Elementary	587	618	+ 31
Potranco Elementary	882	722	- 160
Luckey Ranch Elementary	885	673	- 212
Ladera Elementary	-	597	+ 597
Loma Alta Middle School	871	723	- 148
Medina Valley Middle School	621	891	+ 270
Medina Valley High School	1742	1941	+ 199
Totals	**6176**	**6767**	**+ 591**

End of 20-21 Enrollment: 6,176
Growth over end of 20-21: + 591
9.57% increase over end of 20-21

District COVID Case Count

As of Monday, October 18 (Since first day of school):

Active Cases	18
Recovered	303

Total Cases	Student	Staff
Medina Valley High School	53	8
Medina Valley Middle School	57	7
Loma Alta Middle School	22	2
Castroville Elementary	56	9
LaCoste Elementary	14	2
Potranco Elementary	25	1
Luckey Ranch Elementary	19	4
Ladera Elementary	30	5
Non-Campus Staff & Floaters	-	7

Medina Valley Independent School District

Regular School Board Meeting

Board Minutes

September 20, 2021, 6:30 pm

MVISD Board Room, 8449 FM 471 S., Castroville, TX 78009

A **Regular Meeting** of the Board of Trustees was held Monday, September 20, 2021, beginning at 6:30 PM on/at Medina Valley ISD Central Office Board Room.

I. First Order of Business

A Establish a Quorum

Mario De Leon, Board President, called the Medina Valley ISD Regular Board Meeting to order at 6:30 pm. A quorum of the Board Members were present, Terry Groff, Jennilea Campbell, Veronica Cavazos, Paula Davidson, Beth Zinsmeyer, and Mario De Leon.

Shannon Beasley arrived at 6:43 pm.

B Pledge of Allegiance to the Flag followed by a moment of silence

Everyone joined in the Pledge of Allegiance to the Flag followed by a moment of silence.

II. Announcements/Communications/Presentations

A Special Programs Update

John Reynolds presented the annual Special Programs Update.

B Annual School Health Advisory Council (SHAC) Report

Dr. Rohrbach presented the annual SHAC Report.

C Financial Briefing

Mr. Zamora presented the monthly Financial Briefing.

D Superintendent Briefing

Dr. Rohrbach presented his monthly Superintendent Briefing.

E First Reading of TASB Local Policy Update 117

Dr. Rohrbach presented a first reading of TASB Local Policy Update 117.

Medina Valley Independent School District

Regular School Board Meeting

Board Minutes

September 20, 2021, 6:30 pm

MVISD Board Room, 8449 FM 471 S., Castroville, TX 78009

III. **Public Comment**

At Regular Board Meetings the Board shall permit public comment on any topic. At all other Board Meetings public comments will be limited to items on the agenda posted with the notice of the meeting. All Public Comments are limited to 5 minutes.

1. Jaely Mead, topic: dress code
2. Sarah Peterson, topic: COVID

IV. **Discussion and Possible Action Items**

A Consent Agenda Items

Dr. Rohrbach presented the consent agenda items for the Board to consider.

1 Minutes of Regular Board Meeting on August 16, 2021 and Special Board Meeting on August 30, 2021

2 Donations

a Medina Valley High School

b Medina Valley Middle School

c Loma Alta Middle School

d Castroville Elementary

e Potranco Elementary

f LaCoste Elementary

g Luckey Ranch Elementary

h Ladera Elementary

3 Superintendent's Report on Budgeted Purchases of Goods/Services in Excess of $50,000

a Skyward Business Management System

b Tyler Technologies Traversa System

Paula Davidson made a Motion, seconded by Jennilea Campbell, to approve the consent agenda items as presented. All of the Board Members voted for and the Motion passed.

B Consider Resolution Regarding Local Remote Learning Program

Dr. Kenneth Rohrbach and Dr. Dwight McHazlett presented a Resolution regarding a Local Remote Learning Program for the Board to consider.

Jennilea Campbell made a Motion, seconded by Paula Davidson, to approve a Resolution regarding a Local Remote Learning Program. All of the Board Members voted for and the Motion passed.

C Appointment of Bond Planning Committee

Dr. Rohrbach and the Board discussed appointing a Bond Planning Committee.

D Consider School Health Advisory Council (SHAC) Membership for 2021-2022

Dr. Rohrbach presented the 2021-2022 SHAC Membership for the Board to consider.

Veronica Cavazos made a Motion, seconded by Terry Groff, to approve SHAC membership for 2021-2022 as presented. All of the Board Members voted for and the Motion passed.

E Consider Resolutions of Extracurricular Status of 4-H Organizations for Medina County and Bexar County

Dr. Rohrbach presented Resolutions of Extracurricular Status of 4-H Organizations for Medina County and Bexar County for the Board to consider.

Shannon Beasley made a Motion, seconded by Veronica Cavazos, to adopt the resolutions of Extracurricular Status of 4-H Organizations for Medina County and Bexar County as presented. All of the Board Members voted for and the Motion passed.

F Consider Adjunct Faculty Agreements with Medina County and Bexar County

Dr. Rohrbach presented the Adjunct Faculty Agreements with Medina County and Bexar County for the Board to consider.

Veronica Cavazos made a Motion, seconded by Shannon Beasley, to approve the Adjunct Faculty Agreements with Medina County and Bexar County as presented. All of the Board Members voted for and the Motion passed.

V. Closed Session

Board President Mario De Leon announced that in accordance with the Texas Open Meetings Act, under the exceptions noted in TX Govt. Code Section 551.074 Personnel Matters, and TX Govt. Code 551.072 Deliberation Regarding Real Property, the Board convened into Closed Session at 8:23 pm.

A Pursuant to Texas Government Code Section 551.071, attorney consultation regarding legal issues related to possible redistricting of the trustee single member districts resulting from the 2020 census.

B Personnel Matters (TX Govt. Code Section 551.074)

C Deliberation Regarding Real Property (TX Govt. Code Section 551.072)

D Discuss and consider possible pursuit of sanctions against a district certified educator for abandonment/untimely resignation of contract pursuant to Policy DFE (Legal) and (Local)

Board President Mario De Leon announced that the Board would reconvene into Open Session at 10:02 pm.

VI. Continued Discussion and Possible Action Items

A Discussion and possible action regarding redistricting of trustee single member districts required following the 2020 census.

Veronica Cavazos made a Motion, seconded by Terry Groff, to use a Redistricting Advisory Committee ("RAC") made up of representatives of the community to work with the District's attorney and demographer to develop a redistricting plan or plans which the Committee feels it can recommend to the Board for final action. All of the Board Members voted for and the Motion passed.

B Consider professional contract recommendations

Shannon Beasley made a Motion, seconded by Veronica Cavazos, to approve the contract recommendations by the Superintendent for professional contracts as presented. All of the Board Members voted for and the Motion passed.

Congratulations to the following Medina Valley ISD new hires:

- Haley Tschirhart, Attendance Officer
- Marcos Aguilar, Attendance Officer
- Travis Hacker, Attendance Officer
- Kelly Tenayuca, LaCoste Teacher
- Craig McCarron, Medina Valley HS Teacher

C Consideration of future meeting dates

A Board Workshop will be scheduled for October 11, 2021 at 6 pm.
The next Regular School Board Meeting is scheduled for October 18, 2021 at 6:30 pm.

D Consider possible action regarding pursuit of sanctions against district certified educators for abandonment/untimely resignation of contract pursuant to Policy DFE (Legal & Local)

Shannon Beasley made a Motion, seconded by Jennilea Campbell, to grant the Superintendent the authority to pursue sanctions against Devin Mutchler, a district certified educator, for job abandonment/untimely resignation of contract with no good cause, pursuant to Policy DFE (Legal) and (Local). All of the Board Members voted for and the Motion passed.

Terry Groff made a Motion, seconded by Veronica Cavazos, to grant the Superintendent the authority to pursue sanctions against Cynthia Moreno, a district certified educator, for job abandonment/untimely resignation of contract with no good cause, pursuant to Policy DFE (Legal) and (Local). All of the Board Members voted for and the Motion passed.

Jennilea Campbell made a Motion, seconded by Shannon Beasley, to grant the Superintendent the authority to pursue sanctions against Juanita Stehmey, a district certified educator, for job abandonment/untimely resignation of contract with no good cause, pursuant to Policy DFE (Legal) and (Local). All of the Board Members voted for and the Motion passed.

VII. **Adjournment**

Terry Groff made a Motion, seconded by Shannon Beasley, to adjourn the Regular Board Meeting at 10:08 pm on September 20, 2021. All of the Board Members voted for and Motion passed.

_____ _____
Mario De Leon, Board President Jennilea Campbell, Board Secretary

Board Approved_____

Medina Valley Independent School District

Board Workshop

Board Minutes

October 11, 2021, 6:30 pm

MVISD Board Room, 8449 FM 471 S., Castroville, TX 78009

A **Workshop Meeting** of the Board of Trustees was held Monday, October 11, 2021, beginning at 6:02 PM on/at Medina Valley ISD Central Office Board Room.

I. **First Order of Business**

A Establish a Quorum

Mario De Leon, Board President, called the Medina Valley ISD Board Workshop to order at 6:02 pm. A quorum of the Board Members were present, Terry Groff, Jennilea Campbell, Shannon Beasley, Paula Davidson, Beth Zinsmeyer, and Mario De Leon.

Veronica Cavazos was absent.

II. **Public Comment -** none

III. **Workshop Items**

A Long Range Facilities Plan

B May 2022 Bond Election/Bond Committee/Bond Projects

C Site of Elementary #6

IV. **Adjournment**

Terry Groff made a Motion, seconded by Shannon Beasley, to adjourn the Board Workshop at 7:39 pm on October 11, 2021. All of the Board Members voted for and the motion passed.

_____ _____

Mario De Leon, Board President Jennilea Campbell, Board Secretary

Board Approved_____

MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT

"Proud of our past, dedicated to the present, committed to the Future"

Request for Board Acceptance of Donation

($501 and above including items valued at $501 and above)

School/Department: Medina Valley High School - FFA Program

Donor: Medina Valley FFA Booster Club

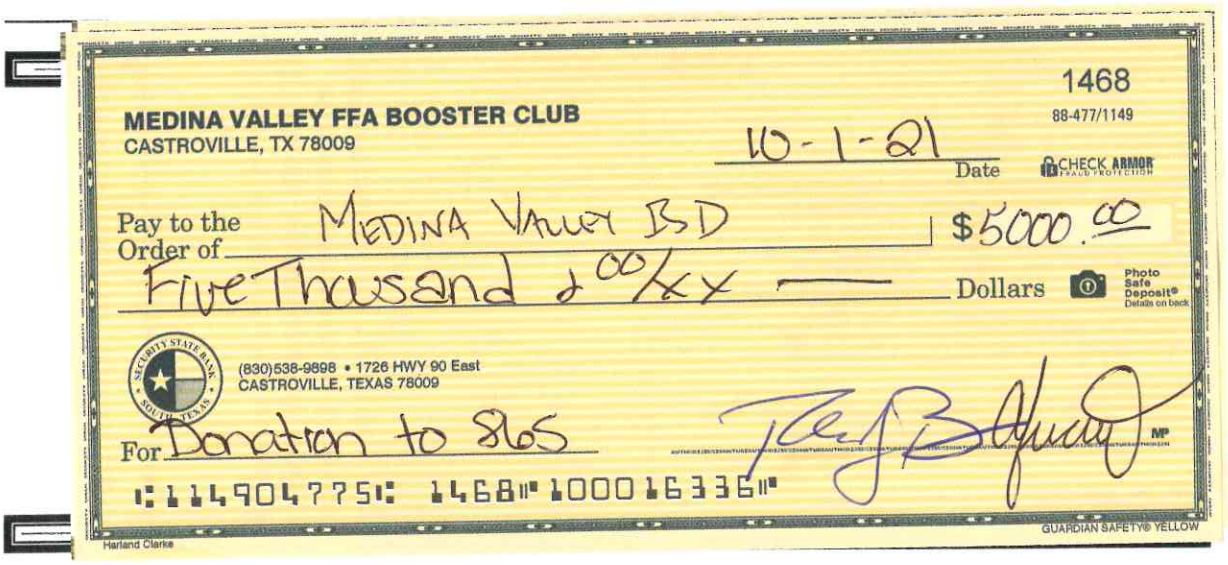
Address: PO BOX 1161
Castroville, TX 78009

Donor Contact Name: Russell A. Persyn

Donor Contact Phone: 830-426-3888

Revenue Account for the deposit: 8652-36-001-99-000 63990015

Description of item/s donated:



Medina Valley ISD Board Action Required

Approved or Disapproved Date: _____

MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT

"Proud of our past, dedicated to the present, committed to the Future"

Request for Board Acceptance of Donation

($501 and above including items valued at $501 and above)

School/Department: MV HS / Science

Donor: AFCEA Educational Foundation

Address: 206 N. West Dr.
Leander, TX 78641

Donor Contact Name:

Donor Contact Phone: 866-445-9114

Revenue Account for the deposit: 199-11001-11000-63990004 (Science Supplies)

Remittance Info: Scholarship (Yakeline Tijerina)

AFCEA Educational Foundation - Alamo Chapter
206 N. West Dr.
Leander, TX 78641
866-445-9114

SILICON VALLEY BANK
Verify: 888-237-9615
90-4039/1211

0056702032

9/17/2021

PAY TO THE ORDER OF Medina Valley High School $ 1000.00

One Thousand and 00/100 DOLLARS

VOID AFTER 90 DAYS

2_4087
MEDINA VALLEY HIGH SCHOOL
8449 FARM TO MARKET ROAD 471 SOUTH
CASTROVILLE, TX 78009

⑈0056702032⑈ ⑆121140399⑆ 330158784 9⑈

MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT

"Proud of our past, dedicated to the present, committed to the Future"

Request for Board Acceptance of Donation

($501 and above including items valued at $501 and above)

School/Department: MVHS / science

Donor: AFCEA Educational Foundation

Address: 206. N. West Dr.
Leander, TX 78641

Donor Contact Name: _____

Donor Contact Phone: 866-445-9114

Revenue Account for the deposit: 199211001111000 6399 0004 (Science supplies)

Remittance Info: Scholarship Recipient Arleya Horne

AFCEA Educational Foundation - Alamo Chapter
206 N. West Dr.
Leander, TX 78641
866-445-9114

SILICON VALLEY BANK
Verify: 888-237-9615
90-4039/1211

0056703828

9/17/2021

PAY TO THE ORDER OF Medina Valley High School $ 1000.00

One Thousand and 00/100 DOLLARS

VOID AFTER 90 DAYS

2_4087
MEDINA VALLEY HIGH SCHOOL
8449 FARM TO MARKET ROAD 471 SOUTH
CASTROVILLE, TX 78009

⑈0056703828⑈ ⑆121140399⑆ 330158784 9⑈

Medina Valley ISD Board Action Required

Approved or Disapproved Date: _____

MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT

"Proud of our past, dedicated to the present, committed to the Future"

MEMORANDUM

To: Medina Valley ISD Board of Trustees
From: Dr. Kenneth Rohrbach, Superintendent
Re: Consider 2021-2022 District Improvement Plan
Date: October 13, 2021

In accordance with Board Policy BQ (Legal), a District Improvement Plan (DIP) has been developed for the 2021-2022 school year, as have Campus Improvement Plans (CIP) for each campus. Each of the plans contain all of the elements required by state and federal law. In developing the campus plans, campus needs assessments were conducted. The completed campus plans are then used to create the district plan.

Recommendation: Approve the 2020-2021 District Improvement Plan.

8449 FM 471 South, Castroville, TX 78009-5309 Phone (830) 931-2243 FAX (830) 931-4050

District Improvement Plan

Medina Valley Independent School District

2021-2022

8449 FM 471 South

Castroville, TX 78009

State ID: 163908

Mission

Medina Valley Independent School District will provide its students with a superior and diverse education that inspires excellence, promotes accountability and values, and encourages all students to achieve their highest potential.

Strategic Goals

- **Growth:** Takes a proactive role in planning for our rapidly growing population.
- **Funding:** Ensures proper allocation of funds to support all areas of the district.
- **Class/Course Offerings:** Provides a variety of academic and extracurricular activities that promote well-rounded, career-minded students.
- **Communication/Involvement:** Fosters an environment of parental and community involvement through open communication.
- **Technology:** Provides relevant and reliable technology for staff, students, and guests.
- **Facilities/Infrastructure:** Provides and maintains appropriate facilities for district programs.
- **Legislative:** Exceeds federal/state/local legislative requirements to develop an educational journey for each student's interests and success.
- **Staffing:** Recruits and retains quality staff while offering professional development and leadership opportunities.

Vision

Shared Vision

Our students will:

- Be passionate and responsible in their learning and in life
- Be well-rounded emotionally, socially, and academically
- Demonstrate strong values and pride through their actions and beliefs
- Follow an educational path that allows them to explore academic and/or vocational career possibilities
- Be equipped with the necessary skills, knowledge, and resources for their future
- Contribute positively as members of our community and society

Our learning environment will provide:

- State-of-the-art and relevant technology and facilities
- Consistent and effective communication between the home, school, and district
- Classroom experiences focused on student engagement and learning
- Opportunities for parents and staff to work together for student success
- A staff that is highly qualified, valued, and offered ongoing opportunities for growth
- Settings that are both physically and emotionally safe

Our district and community will work together to:

- Provide real-life learning opportunities to prepare students for the workforce
- Encourage and provide parental involvement and engagement to support the learning environment
- Provide a variety of educational programs with appropriate curriculum
- Support a growing and diverse population
- Build partnerships that are mutually beneficial

Description

Medina Valley Independent School District opened its doors in 1960 and serves 6134 students in grades PreK through 12th Grade. The student population is 4.40% African American, 62.75% Hispanic, 28.12% White, .33% American Indian, .80% Asian, .29% Pacific Islander, 3.31% Two Or more Races, 52.22% Male, 47.78% Female. Medina Valley Independent School District serves 13.22% Special Education students, 46.90% Economically Disadvantaged students, 5.80% English Language Learners; 40.85% At-Risk students, 5.61% Gifted & Talented students. The average attendance rate for students is 95.7%. The annual dropout rate is 0.0%. The annual graduation rate is 99.1%.

Medina Valley ISD is a fast-growth district focused on meeting the needs of every student, every minute of every day. With a district enrollment of 6134 students and growing at least 5% per year, Medina Valley ISD opening its 5th elementary campus located in the Ladera subdivision, off HWY 211. This year the board has made sure that laptops/computers are sufficiently place at each campus and equitably distributed. The district is blessed with a hard-working, student-focused board of trustees, who are laser-focused on improving and expanding opportunities for all students.

Demographics

With the continued growth, MVISD will implement a variety of best practices to support the achievement of all students regardless of background by providing effective teaching and learning whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement and progress.

Student Achievement

MVISD continues to focus on student achievement and maximizing each student's potential; however, with the recent challenges in our ability to meet students' academic needs, our focus will be to identify gaps and address them through strategic planning and monitoring outcomes.

School Culture and Climate

MVISD will refine providing greater support for the social/emotional well-being of students and teachers through the development of skills in the areas of managing emotions, establishing and maintaining positive relationships, and responsible decision-making. Moreover, MVISD will continue to provide effective two-way communication and engagement activities for the parents/guardians to connect.

Staff Quality, Recruitment and Retention

Continue to strengthen teacher capacity through intentional PD, Mentor/mentee program, opportunities for advancement within MVISD, support for Spec Ed teachers and fostering of the effective instructional strategies and communication skills.

Curriculum, Instruction and Assessment

Specialized PD (Trade Conferences) and addt'l resources/teaching materials that would encompass individual areas of academic studies that are offered by MVISD.

Curriculum, Instruction and Assessment

Continue to develop the Curriculum Management Plan to guide the district in curriculum and instruction standards and alignment.

Curriculum, Instruction and Assessment

Continue building vertical alignment across the district both in documentation and in collaborative opportunities for growth.

Curriculum, Instruction and Assessment

Establish procedures for ensuring a transition from Elem, to MS, to HS for future growth and development of programs necessary to foster the needs of each student population in all subpops.

Family and Community Engagement

Medina Valley ISD is building parent and family engagement capacity throughout the district by providing families with resources, trainings, and necessities to prompt student wellness and academic success. The district is providing families with information in the language of the parent. As we continue to grow a main need will be to provide and offer more workshops and conferences for teachers, staff, parents and families throughout the district. We will continue to strengthen our partnership with families by creating more opportunities for parents, teachers, and staff to make a positive social and academic impact on student success and well being.

School Context and Organization

Continue to cultivate a culture of excellence through programs and processes

Technology

While we have been able to provide updated and reliable infrastructure, devices and Internet access, we are continuing to work towards establishing a viable and equitable obsolescence plan to meet the needs of our growing community along with providing differentiated support & professional development

Special Programs

District Improvement Plan Development

The DIP was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, administrators, other appropriate school personnel, and with parents of children in schools serviced under this part.

As appropriate, the DIP was coordinated with other programs under the Every Student Succeeds Act (ESSA), the Individuals with Disabilities Education Act (20 U.S.C 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (41 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, the DIP describes how the local educational agency will monitor students' progress in meeting the challenging State academic standards by--

1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students
2. Identifying students who may be at risk for academic failure

3.Providing additional educational assistance to individual students the local educational agency or school determines help needed in meeting the challenging State academic standards

4.Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning

5.Describing how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers

6.Describing how the local educational agency will use current research on parental involvement that fosters achievement to high standards for all children and incorporate strategies to lower barriers to participation by parents in school planning, review, and improvement experienced

7.Describing the services the local educational agency will provide homeless children and youths, including services provided with funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.)

8.Describing the strategy the local educational agency will use to implement effective parent and family engagement under section 1116

9.If applicable, describing how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs

10.Describing how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part

11.Describing how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable through coordination with institutions of higher education, employers, and other local partners and through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills

12.Describing how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111(c)(2)

13.If determined appropriate by the local educational agency, describing how such agency will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit

Administrators

Dr. Kenneth Rohrbach	Superintendent
Dr. Dwight McHazlett	Assistant Supt of Curriculum, Instruction & Student Services
Juan Zamora	Assistant Superintendent of Finance & Operations

Planning Committee

Member Name	Title
David Perritano	High School
Abel Martinez	Middle School
Janet Graff	LaCoste
Martin DeLos Santos	Middle School
Lauren Biediger	High School
Cristine Esquivel	LaCoste Elementary
Kayla Patton	Potranco Elementary
Cassidy Blackwell	Potranco Elementary
Laura Ortiz	Castroville Elementary
Brooke Pawelek	Castroville Elementary
Jessica Hysell	Luckey Ranch Elementary
Jackie Mosso	Loma Alta Middle
Sarah Young	Loma Alta Middle
Rebecca Ozuna	Potranco Elementary
Betty Granger	Luckey Ranch Elementary
Cathy/Donnitta(21-22) Tschirhart/Seay(21-22)	Broadway Bank-Stuff the Bus Rep/(A to Z Graphics)
Gina /Franco(21-22) Britt/Castro(21-22)	Fitwell/Business(21-22)
David/Russell(21-22) Orozco/Persyn(21-22)	Parent
Lori/Krista(21-22) Valdez/Binford(21-22)	Parent
Lee Suzanne	Community Member
James/Mary(21-22)	Community Member
Mitch/Sherry(21-22) Cobb//Tschirhart(21-22)	Community Member

Comprehensive Needs Assessment

Demographics

Strengths

1 Specialists are more available for primary campuses
2 Technology is improving
3 Campuses address special student population needs
4 District-wide data analysis, i.e. monthly assessments, 6 weeks tests at the elementary
5 Growth and improvement in the offerings of services in GT and CTE programs
6 Requiring all secondary level instructors to have ESL certifications
7 Graduation rate is high.
8 Campuses have an effective behavior code of conduct and discipline procedures in place.
9 Making conservative efforts in keeping up with growth

Needs

1 Implement a variety of best practices to support the achievement of all students by providing effective teaching and learning whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement and progress.
2 Meet the unique needs of the whole child of our increasingly diverse and highly mobile student population.
3 While technology has made significant improvement, having access virtually is still a challenge.
4 Technology to address low SES
5 Need to continue to refine and align course offerings with the college and career readiness state standards pertinent to CTE, IBCs, ACT/SAT, AP, TSIA and dual credit by making sure that instructional materials, training, and equipment are available.
6 Continue to support our At-Risk and educationally disadvantaged students to make sure they graduate on time by providing support services.
7 Instructional resources and training for EL's

Summary

With the continued growth, MVISD will implement a variety of best practices to support the achievement of all students regardless of background by providing effective teaching and learning whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement and progress.

Data

Discipline Data
Expulsion Suspension Records
Staff Demographics
Student Demographics

OnData Suite
Climate Survey
PEIMS Data Submission Report

Student Achievement

Strengths

1. Passing standard on STAAR in all subject areas was higher than the state and Region average.
2. CTE courses aligned by Programs of Study with Industry Based certifications continue to grow.
3. Graduation rate is 100%.
4. The district has seen an increase in "mastered" scores.
5. Course completion for 9th & 10th at 98%
6. Special Education staff truly know their students and accommodations

Needs

1. Continue writing committee with focus on phonics and spelling.
2. Increase special education access to core content and least restrictive environment by ensuring special education teachers are provided access to all core content materials and data; ensuring every student has access to English, writing, and math core instruction and supplement with special education services. (Increase inclusion and co-teach support); and increase Early Childhood (prek and kinder) inclusion opportunities for students with disabilities.
3. Implement and support a districtwide RtI process that includes progress monitoring as a district
4. Continue to fund Reading, Math, GT, & dyslexia specialists at the campus level.
5. Strategies to help close the academic gaps and address the social emotional aspects of each learner due to COVID-19
6. Increase planning opportunities across contents with special education.
7. Connect literacy strategies in social studies for secondary EL students
8. Review MOY data for elementary campuses to create growth goal.
9. Increase student attendance and engagement
10. Support Materials for intervention to align students' needs and academic areas of concern.
11. Provide resources to support curricular needs to deepen Phonics Instruction in PK - 6th grades

Summary

MVISD continues to focus on student achievement and maximizing each student's potential; however, with the recent challenges in our ability to meet students' academic needs, our focus will be to identify gaps and address them through strategic planning and monitoring outcomes.

Data

PEIMS Data Submission Report

OnData Suite

Staff Demographics

Student Demographics

School Culture and Climate

Strengths

1 Great Community Involvement (Stuff the bus; Chamber; KENS 5)
2 Great strides in communication have been made by the use of social media
3 The improvement made with the updated security cameras assists with the feeling of being secure.
4 Teachers and administration are more aware of student needs when it comes to discipline as discipline records document a decline.
5 COVID safety (distancing protocols and PPE)

Needs

1 At least 13% of students do not feel motivated to learn, don't want to come to school and say that learning is not meaningful.
2 14.9% of the students surveyed experienced bullying & 27.9% witnessed bullying; 7.91% of faculty/staff feel we have a bullying issue.
3 Greater social/emotional support for students
4 Parents need/want access to teacher webpages (is it a communication, training or access matter?)
5 Parents want to be able to give more input
6 14.08% of the students surveyed disagree that the teacher handles discipline appropriately
7 Increase communication with parents through a variety of methods.
8 14.95% of faculty/staff feel that we have parent involvement
9 15.28% of faculty/staff responding don't feel recognized at the district/campus level.

Summary

MVISD will refine providing greater support for the social/emotional well-being of students and teachers through the development of skills in the areas of managing emotions, establishing and maintaining positive relationships, and responsible decision-making. Moreover, MVISD will continue to provide effective two-way communication and engagement activities for the parents/guardians to connect.

Data

Discipline Data
Staff Demographics
Student Demographics
OnData Suite
Climate Survey
PEIMS Data Submission Report

Staff Quality, Recruitment and Retention

Strengths

1. Amount of PD completed and delivered in the 20-21 school year via online platforms
2. Support from MVISD staff for new teachers/paraprofessionals
3. Virtual Job Fairs attended by HR, department chairs and aspiring campus leaders.
4. Mentor Program for our zero year experience teachers with mentors being selected by campus admin
5. Content Area Specialists are a great support to the new teachers with their real-world expertise brought into the campus especially secondary

Needs

1. Continue the mentor program via ESC 20 to include MV teachers as mentors.
2. Staff development and job-embedded coaching to strengthen instructional capacity of all MVISD employees.
3. Opportunity for Advancement
4. Mentor program for all New to MVISD-not just zero year teachers
5. Special Ed Teacher support new to MVISD but specific Spec Ed.
6. Paraprofessional Support-Job Specific
7. Fostering effective communication between administration team and teaching staff/support staff.

Summary

Continue to strengthen teacher capacity through intentional PD, Mentor/mentee program, opportunities for advancement within MVISD, support for Spec Ed teachers and fostering of the effective instructional strategies and communication skills.

Data

Climate Survey

PEIMS Data Submission Report

OnData Suite

Staff Demographics

Curriculum, Instruction and Assessment

Strengths

1 Began the development on the curriculum management plan to guide the district in the components of the instructional process
2 Established and implemented a plan for a unified approach to delivering curriculum.
3 Established and implemented a plan for standardizing a calendar for assessments
4 Established positions for curriculum specific needs by offering direct support

Needs

1 Monitor, evaluate and add support for effective curriculum implementation.
2 Monitor and evaluate the effectiveness of curriculum resources.
3 Monitor and evaluate the quality and effectiveness of classroom instruction.
4 Standardize district supported/approved instructional materials and technology.
5 Specialized PD per content area
6 Resources to fit curricular/subject specific needs
7 When faculty/staff attend a conference or training the participant will return apply what was learned by training others=Trainer of Trainer Model
8 Further develop a curriculum management plan to guide the faculty/staff in the components of the instructional process
9 Vertical alignment of curriculum in all instructional areas
10 Curricular transition from elementary to middle school to high school
11 Bilingual curricular documents
12 Provide supplemental curriculum materials that support investigative and inquiry learning for Science
13 Instructional support materials for at-risk and economically disadvantaged students PreK-12th.

Summary

Specialized PD (Trade Conferences) and addt'l resources/teaching materials that would encompass individual areas of academic studies that are offered by MVISD.

Continue to develop the Curriculum Management Plan to guide the district in curriculum and instruction standards and alignment.

Continue building vertical alignment across the district both in documentation and in collaborative opportunities for growth.

Establish procedures for ensuring a transition from Elem, to MS, to HS for future growth and development of programs necessary to foster the needs of each student population in all subpops.

Data

Staff Demographics
Student Demographics
OnData Suite
PEIMS Data Submission Report
Climate Survey

Family and Community Engagement

Strengths

1 Literacy and math training nights are offered at Title I campuses.
2 Faculty and staff are receptive to the need of parent and family engagement.
3 Incentives to promote friendly competition among Title I campuses (Traveling Trophy)
4 Building Parent and Family Engagement Capacity throughout the district
5 Providing families in need with resources and materials they need to support student academic success and well-being
6 MVISD is proactive in using online newsletters as a form of communication so that information can be translated in a language that is preferred by parents
7 There are ample opportunities for parents to voice their recommendation for change and provide feedback to the district and individual campuses through involvement surveys and committees
8 Improvement on translating all district communications to families who speak Spanish
9 Parent and Family engagement opportunities offered at the district and campus level has increased and has been able to connect with more families

Needs

1 Designate a parent center at each Title I Campus or one at the district level
2 Continue to provide light refreshments, snacks and necessary materials for trainings and events
3 Provide and offer more conferences or workshops for teachers, staff, parents and families throughout the district.
4 Create more opportunities for parents, teachers and staff to make a positive social/academic impact on student success.
5 Recruit surrogate parents for foster youth.
6 Increase collaboration with PTO to increase family engagement opportunities.
7 Provide campus based parents meetings focused on Spanish speaking families throughout the year to share important info such as STAAR, TELPAS, LPAC etc
8 Consistent communication from campus to campus for parent communication.

Summary

Medina Valley ISD is building parent and family engagement capacity throughout the district by providing families with resources, trainings, and necessities to prompt student wellness and academic success. The district is providing families with information in the language of the parent. As we continue to grow a main need will be to provide and offer more workshops and conferences for teachers, staff, parents and families throughout the district. We will continue to strengthen our partnership with families by creating more opportunities for parents, teachers, and staff to make a positive social and academic impact on student success and well being.

Data

Climate Survey
PEIMS Data Submission Report
Attendance Data
District-Based Assessments
OnData Suite

School Context and Organization

Strengths

1 The district provides reading and math intervention strategy classes for struggling learners.
2 All Campuses have a site-based team comprised of teachers, and each school has representatives in the District Wide Advisory Council (DWAC).
3 District educators create and implement standard-base formative assessments to maintain progress checks and TEKS mastery for all students.
4 Based on climate surveys, students, parents, and the community have an overwhelmingly positive perception of the school district.
5 Safety protocols such as Raptor and threat assessment teams implemented and assembled
6 Sharing Innovations through professional development opportunities (i.e. via EXPO, VP Academy, etc)

Needs

1 Provide struggling online learners with data proven intervention strategies.
2 Standardize documentation process for intervention and provide struggling online learners with data proven intervention strategies.
3 Standardizing, documenting and communicating processes & procedures to all stakeholders.
4 Continue to gather data for surveys.

Summary

Continue to cultivate a culture of excellence through programs and processes

Data

Staff Demographics
OnData Suite
PEIMS Data Submission Report
Climate Survey

Technology

Strengths

1. School Board and Superintendent have been fully supportive to provide an enriched technological learning environment for our learners.
2. Provides relevant and reliable technology for staff, students, and guests. This includes student access to wireless devices while on campus, this also will include district-wide reliable wifi access for our staff, learners and, guests.
3. Updated technology infrastructure is in place to support a high level of instructional technology use in all classrooms
4. Community relations via social media and educational assistance to our community members

Needs

1. Available personnel to be able to support teachers in the planning for and use of tools.
2. Investigate the readiness of infrastructure and device availability for 100% online STAAR testing.
3. Continue the district-wide inventory process which will structure the district's obsolescence cycle.
4. Need to analyze the efficacy of the instructional tools we are using currently (and consider revision)
5. Continue district focus on technology, ensuring that appropriate technology devices and programs are available to students and staff.
6. Expand technology-enriched learning environments on all of our campuses
7. Provide on-going training on existing data mining tools and instructional technology.
8. Consistent replacement and maintenance of technology
9. Accessories for technology available, i.e. microphones, mice, webcams, headsets
10. Present the long term strategic plan for technology to DWAC for review & clarify/define/establish standards for technology devices in classrooms/offices/labs/gyms etc.
11. Budget for long term technology infrastructure and device replacement
12. Available personnel to provide technology support (eg development of a formula based off of needs)
13. Increase strategic technology tools for curriculum and organizational efficiency and effectiveness.

Summary

While we have been able to provide updated and reliable infrastructure, devices and Internet access, we are continuing to work towards establishing a viable and equitable obsolescence plan to meet the needs of our growing community along with providing differentiated support & professional development

Data

Staff Demographics

OnData Suite

Climate Survey

PEIMS Data Submission Report

Prioritized Needs

A: Demographics

- A1 Implement a variety of best practices to support the achievement of all students by providing effective teaching and learning whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement and progress.
- A2 Meet the unique needs of the whole child of our increasingly diverse and highly mobile student population.
- A3 While technology has made significant improvement, having access virtually is still a challenge.
- A5 Need to continue to refine and align course offerings with the college and career readiness state standards pertinent to CTE, IBCs, ACT/SAT, AP, TSIA and dual credit by making sure that instructional materials, training, and equipment are available.
- A6 Continue to support our At-Risk and educationally disadvantaged students to make sure they graduate on time by providing support services.

B: Student Achievement

- B1 Continue writing committee with focus on phonics and spelling.
- B2 Increase special education access to core content and least restrictive environment by ensuring special education teachers are provided access to all core content materials and data; ensuring every student has access to English, writing, and math core instruction and supplement with special education services. (Increase inclusion and co-teach support); and increase Early Childhood (prek and kinder) inclusion opportunities for students with disabilities.
- B3 Implement and support a districtwide RtI process that includes progress monitoring as a district
- B4 Continue to fund Reading, Math, GT, & dyslexia specialists at the campus level.
- B5 Strategies to help close the academic gaps and address the social emotional aspects of each learner due to COVID-19

C: School Culture and Climate

- C2 14.9% of the students surveyed experienced bullying & 27.9% witnessed bullying; 7.91% of faculty/staff feel we have a bullying issue.
- C3 Greater social/emotional support for students
- C7 Increase communication with parents through a variety of methods.

D: Staff Quality, Recruitment and Retention

- D1 Continue the mentor program via ESC 20 to include MV teachers as mentors.
- D2 Staff development and job-embedded coaching to strengthen instructional capacity of all MVISD employees.
- D3 Opportunity for Advancement
- D7 Fostering effective communication between administration team and teaching staff/support staff.

E: Curriculum, Instruction and Assessment

- E1 Monitor, evaluate and add support for effective curriculum implementation.
- E2 Monitor and evaluate the effectiveness of curriculum resources.
- E3 Monitor and evaluate the quality and effectiveness of classroom instruction.
- E4 Standardize district supported/approved instructional materials and technology.
- E6 Resources to fit curricular/subject specific needs

F: Family and Community Engagement

- F2 Continue to provide light refreshments, snacks and necessary materials for trainings and events
- F3 Provide and offer more conferences or workshops for teachers, staff, parents and families throughout the district.
- F4 Create more opportunities for parents, teachers and staff to make a positive social/academic impact on student success.
- F6 Increase collaboration with PTO to increase family engagement opportunities.

G: School Context and Organization

- G3 Standardizing, documenting and communicating processes & procedures to all stakeholders.

H: Technology

- H3 Continue the district-wide inventory process which will structure the district's obsolescence cycle.
- H4 Need to analyze the efficacy of the instructional tools we are using currently (and consider revision)
- H5 Continue district focus on technology, ensuring that appropriate technology devices and programs are available to students and staff.
- H6 Expand technology-enriched learning environments on all of our campuses
- H7 Provide on-going training on existing data mining tools and instructional technology.
- H13 Increase strategic technology tools for curriculum and organizational efficiency and effectiveness.

Goals

Goal #1: Medina Valley ISD will recruit, support, and retain teachers and principals

MVISD Strategic Plan Goal(s) Addressed by Goal 1

Growth: Takes a proactive role in planning for our rapidly growing population

Funding: Ensures proper allocation of funds to support all areas of the district.

Technology: Provides relevant and reliable technology for staff, students, and guests

Facilities/Infrastructure: Provides and maintains appropriate facilities for district programs.

Staffing: Recruits and retains quality staff while offering professional development and leadership opportunities.

Goal #2: Medina Valley ISD will strengthen its foundation of core-content academics.

MVISD Strategic Plan Goal(s) Addressed by Goal 2

Funding: Ensures proper allocation of funds to support all areas of the district.

Class/Course Offerings: Provides a variety of academic and extracurricular activities that promote well-rounded, career-minded students.

Communication/Involvement: Fosters an environment of parental and community involvement through open communication.

Technology: Provides relevant and reliable technology for staff, students, and guests

Legislative: Exceeds federal/state/local legislative requirements to develop an educational journey for each student's interests and success.

Goal #3: Medina Valley ISD will connect all learners to college and career.

MVISD Strategic Plan Goal(s) Addressed by Goal 3

Funding: Ensures proper allocation of funds to support all areas of the district.

Class/Course Offerings: Provides a variety of academic and extracurricular activities that promote well-rounded, career-minded students.

Communication/Involvement: Fosters an environment of parental and community involvement through open communication.

Technology: Provides relevant and reliable technology for staff, students, and guests

Facilities/Infrastructure: Provides and maintains appropriate facilities for district programs.

Goal #4: Medina Valley ISD will provide a safe and secure environment for all.

MVISD Strategic Plan Goal(s) Addressed by Goal 4

Funding: Ensures proper allocation of funds to support all areas of the district.

Class/Course Offerings: Provides a variety of academic and extracurricular activities that promote well-rounded, career-minded students.

Communication/Involvement: Fosters an environment of parental and community involvement through open communication.

Technology: Provides relevant and reliable technology for staff, students, and guests

Facilities/Infrastructure: Provides and maintains appropriate facilities for district programs.

Staffing: Recruits and retains quality staff while offering professional development and leadership opportunities.

Actions

Goal #1: Medina Valley ISD will recruit, support, and retain teachers and principals

Objective #1: Provide professional development opportunities that will strengthen teacher capacity and positively impact student learning.

1	**Action:** Consolidate documentation such as internal and external workshop certificates, and other evidence of advanced coursework in Eduphoria. **Needs:** A1; D2	**Person(s) Responsible:** Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Reports generated	**Ongoing Evaluation Method:** Monthly reports may be pulled	**Final Evaluation Method:** Patterns and trends will be analyzed to see the level of impact on student learning.
	Timeline: 7/1/2021 - 7/1/2022 (As Needed)		**Resources:** PD provided at campus level should be inputted in Eduphoria. Any PD paid for/with local or federal funds should also be documented.;
2	**Action:** Implement a system for a trainer-of-trainer model of professional development. **Needs:** A1; B1; B5; D1; D2;	**Person(s) Responsible:** Curriculum and Instruction Dept	**Funding/FTEs:** Local Funds; Title I, Part A Funds; Title II, Part A Funds $20,000.00; State Comp Ed Funds $2,000.00
	Evidence of Implementation: Monthly reports generated by campuses and CIA - indicating teacher-led PD provided to others.	**Ongoing Evaluation Method:** Reports will be monitored each month to track the frequency of PD presentations. Surveys will be provided, and responses will be analyzed to monitor PD effectiveness and quality.	**Final Evaluation Method:** Student performance on end of year exams will be analyzed for comparison performance from last year.
	Timeline: 7/1/2021 - 7/1/2022 (Monthly)		**Resources:** Agenda, planning timelines;
3	**Action:** Develop a district-wide PD calendar for internal and external opportunities - to include college level professional development and coursework. **Needs:** A1; A2; A3; B1; E1; E2; E3; E4;	**Person(s) Responsible:** CIA and HR	**Funding/FTEs:**
	Evidence of Implementation: A district-wide PD calendar will be posted and updated regularly.	**Ongoing Evaluation Method:** regular updates	**Final Evaluation Method:** End of year PD Survey
	Timeline: 7/1/2021 - 7/1/2022 (On-going)		**Resources:** CIA planning agendas; DWAC feedback; data analysis; District and Campus CNA's.;

4	**Action:** Provide training opportunities on highly mobile and at-risk populations. **Needs:** A1; A2; A3; D2; F3;	**Person(s) Responsible:** McKinney-Vento Liaison	**Funding/FTEs:** Tx Educ for Children Homeless Youth $3,200.00
	Evidence of Implementation: PD catalogs, campus PD reports, certification of attendance and PD logs from the Federal Programs Department. Compliance is met.	**Ongoing Evaluation Method:** Surveys after each PD; ongoing monitoring of served students	**Final Evaluation Method:** End of Year PD survey; review of students' progress;
	Timeline: 8/1/2021 - 6/1/2022 (Annually)		

5	**Action:** Superintendent meets with campus principals periodically and throughout the year implements book studies on best practices **Needs:** D7;	**Person(s) Responsible:** Superintendent	**Funding/FTEs:**
	Evidence of Implementation: PO of books and meeting invites	**Ongoing Evaluation Method:** Feedback	**Final Evaluation Method:** Feedback
	Timeline: 7/1/2021 - 7/1/2022 (On-going)		**Resources:** Books and other resources;

6	**Action:** In an effort to develop future leaders the CISS department implements a VP Academy to address various hot topics and best practices **Needs:** D3; D7;	**Person(s) Responsible:** CISS Department	**Funding/FTEs:**
	Evidence of Implementation: Sign-in sheets, agendas, feedback from patrons	**Ongoing Evaluation Method:** Feedback	**Final Evaluation Method:** Feedback
	Timeline: 9/1/2021 - 4/1/2022 (Monthly)		**Resources:** sign in sheets, agendas, staff development room/location;

Goal #1: Medina Valley ISD will recruit, support, and retain teachers and principals

Objective #2: Build a strong foundation in the culture of the district, classroom instruction, and collegiality by providing teachers with a system of support.

1	**Action:** Implement a mentor program for teachers with less than one year teaching experience, and implement a system for layers of support for teachers with less than three years of teaching experience. **Needs:** D1; D2;	**Person(s) Responsible:** CIA and Campus Admin (assigned by admin, usually dept chairs)	**Funding/FTEs:** Title II, Part A Funds $30,000.00
	Evidence of Implementation: Agenda, sign-in sheets, presentations	**Ongoing Evaluation Method:** Meetings, training sessions, and academies will be documented.	**Final Evaluation Method:** End of year survey/feedback will be used; along with faculty feedback
	Timeline: 7/1/2021 - 7/1/2022 (Monthly)		**Resources:** Program Manuals; instructional books/resources; calendar of events/Schedules; Job description, stipends. Initial setup is to meet at least monthly, however, most requests are for day to day.;

2	**Action:** Provide foundational professional development opportunities: behavior management, pedagogy, routines and procedures, goal setting, expectations, and differentiation. **Needs:** A1; A2; A3; B1; E1; E2; E3; E4	**Person(s) Responsible:** CIA, Campus Admin	**Funding/FTEs:** Local Funds; Title I, Part A Funds $5,000.00; Title II, Part A Funds $10,000.00
	Evidence of Implementation: PD catalogs, campus PD catalogs, and reports from Eduphoria tracking out-of-district PD	**Ongoing Evaluation Method:** PD surveys for each training session will be available in Eduphoria this school year.	**Final Evaluation Method:** End of year PD survey
	Timeline: 8/1/2021 - 7/1/2022 (On-going)		**Resources:** Share/coordinate calendar of events; reserve PD room to set goals and expectations and timeline of deployment. Training to include teacher aides where applicable.;

3	**Action:** Include checkpoints for monitoring mentor program effectiveness. **Needs:** D1; D2;	**Person(s) Responsible:** CIA	**Funding/FTEs:** Title II, Part A Funds
	Evidence of Implementation: A district appointed monitor for the MVISD Mentor Program will conduct periodic campus checks, and submit logs of visits and findings.	**Ongoing Evaluation Method:** Monitor logs	**Final Evaluation Method:** Mentor program survey
	Timeline: 9/1/2021 - 7/1/2022 (Monthly)		**Resources:** Form, processes, procedures, handbook;

Goal #2: Medina Valley ISD will strengthen its foundation of core-content academics.

Objective #1: Increase performance by 2% (pp) in all tested areas on state assessments as measured by the STAAR at the end of the academic school year.

1	**Action:** Provide the instructional support via instructional materials, support services, and/or staff for our at-risk and educationally disadvantage students from PreK-12th grade. **Needs:** A6; H7; H13;	**Person(s) Responsible:** CI&SS Asst Supt, CI Director, Fed Prog Director, and Campus administration, EL Specialist	**Funding/FTEs:** State Comp Ed Funds $42,000.00; 21.00 FTEs; Title III, Part A Funds $3,000.00; Elem & Sec School Emergency Relief Fund Coronavirus & Relief Supplemental Appropriations CRSA; ESSER-American Rescue Plan
	Evidence of Implementation: Rosters of students to assigned intervention classes/programs; rosters of students and assigned staff for academic support before, during or after school; master schedules and signed job descriptions specifically detailing SCE	**Ongoing Evaluation Method:** quarterly progress monitoring will be conducted at each campus and at the district by the CI&SS Asst supt.	**Final Evaluation Method:** Review of academic gains and program evaluation reports per campus
	Timeline: 8/1/2021 - 7/1/2022 (Weekly)		**Resources:** Rosters of identified at-risk students, reference to At Risk Handbook and guidance; staff assigned social workers; PreK aides, DAEP instructors/aides; counselors; PreK teachers not Headstart assigned.;

2	**Action:** Increase professional development for teachers in the following areas: content specific lesson planning, TEKS study, effective instructional training in literacy and numeracy, increasing mastery through engagement, increasing academic vocabulary, and cross-curricular strategies. **Needs:** A1; A2; A3; B1; E1; E2; E3; E4	**Person(s) Responsible:** CIA and Campus Administration	**Funding/FTEs:** Local Funds; Title I, Part A Funds $400.00; Title II, Part A Funds $20,000.00; Title III, Part A Funds $4,000.00
	Evidence of Implementation: sign-in sheets; pd catalog	**Ongoing Evaluation Method:** Quarterly progress monitoring by designee and follow up.	**Final Evaluation Method:** Attendee feedback from surveys offered after every training session. Feedback, feedback, feedback! Monitor and adjust.
	Timeline: 9/1/2021 - 7/1/2022 (Every 9 weeks)		**Resources:** Agenda, sign-sheets, surveys, DWAC feedback;

3	**Action:** Help teachers understand how to communicate testing expectations and performance levels needed to meet/master end of year assessments through student conferencing (including charting performance of common assessments and benchmarks). **Needs:** A1; A2; A3; B3; E3;	**Person(s) Responsible:** CI&SS PD, campus PD	**Funding/FTEs:** Title II, Part A Funds $8,000.00
	Evidence of Implementation: Walkthroughs; assessments built	**Ongoing Evaluation Method:** admin observations; Quarterly progress monitoring by designee and follow up.	**Final Evaluation Method:** admin reports; student academic gains recorded
	Timeline: 9/1/2021 - 7/1/2022 (Every 6 weeks)		**Resources:** Agenda, student reports, access to Skyward and other online/software programs.;

Goal #2: Medina Valley ISD will strengthen its foundation of core-content academics.

Objective #2: Close the achievement gap by 2% (pp) in all testing as measured by STAAR at the end of the academic school year.

1	**Action:** Increase professional development for teachers in the following areas: differentiation and small group instruction. **Needs:** A1; A2; A3; E1; E6;	**Person(s) Responsible:** CIA and Campus adminsitration	**Funding/FTEs:** Local Funds; Title I, Part A Funds $2,000.00; Title II, Part A Funds $2,000.00; Title III, Part A Funds
	Evidence of Implementation: Agenda of meeting with delineated timelines and outcomes expected. Teacher Lesson Plans. Activities. Evaluations.	**Ongoing Evaluation Method:** Quarterly progress monitoring by designee and follow up.	**Final Evaluation Method:** Final outcomes and surveys from personnel impacted.
	Timeline: 9/1/2021 - 7/1/2022 (Every 9 weeks)		**Resources:** Agenda, plan, timelines of implementation, purchase researched based resources;

2	**Action:** Increase professional development for teachers in deepening instruction for high achievers. **Needs:** E1; E2; E3; E4;	**Person(s) Responsible:** CIA and Campus administration	**Funding/FTEs:** Title II, Part A Funds $2,000.00; Title III, Part A Funds
	Evidence of Implementation: Agenda of meeting with delineated timelines and outcomes expected. Scores & Grades	**Ongoing Evaluation Method:** Quarterly progress monitoring by designee and follow up. Scores & Grades	**Final Evaluation Method:** Final outcomes and surveys from personnel impacted. Scores & Grades
	Timeline: 9/1/2021 - 7/1/2022 (Every 9 weeks)		**Resources:** Agenda, planners, instructional resources;

3	**Action:** Increase professional development for teachers in response to intervention to reach struggling learners. [Critical Success Factors [Critical Success Factors 1, 2]] **Needs:** B5	**Person(s) Responsible:** CIA, campus administration, Special Education dept	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Bilingual/ELL; Title II, Part A Funds
	Evidence of Implementation: Agenda of meeting with delineated timelines and outcomes expected. Scores & Grades	**Ongoing Evaluation Method:** Quarterly progress monitoring by designee and follow up. Scores & Grades	**Final Evaluation Method:** Final outcomes and surveys from personnel impacted. Scores & Grades
	Timeline: 9/1/2021 - 7/1/2022 (Every 9 weeks)		**Resources:** Planning meetings and product outcomes.;

4	**Action:** Provide targeted support and training in instructional leadership to principals and assistant principals. **Needs:** A1; A3; D2;	**Person(s) Responsible:** CI&SS	**Funding/FTEs:**
	Evidence of Implementation: Agenda of meeting with delineated timelines and outcomes expected.	**Ongoing Evaluation Method:** Quarterly progress monitoring by designee and follow up.	**Final Evaluation Method:** Final outcomes and surveys from personnel impacted.
	Timeline: 9/1/2021 - 7/1/2022 (Every 6 weeks)		**Resources:** Agenda, sign-in sheet, implementation of academies for VP's and Principals;;

5	**Action:** Support teachers in creating technology-enriched learning environments. **Needs:** C1; E1; E2; E3; E4; H4; H5; H6; H7	**Person(s) Responsible:** CI&SS department and Technology dept	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Bilingual/ELL; Special Ed Funds; Career & Technology Funds; Title I, Part A Funds; Title III, Part A Funds $1,974.00
	Evidence of Implementation: Agenda of meetings with delineated timelines and outcomes expected. Teacher lesson plans, login data reports, presentations, and evaluations.	**Ongoing Evaluation Method:** Quarterly progress monitoring by designee and follow up.	**Final Evaluation Method:** Final outcomes and surveys from personnel impacted.
	Timeline: 9/1/2021 - 5/1/2022 (Monthly)		**Resources:** Planning meetings and product outcomes.;

6	**Action:** Provide content support staff to Title I campuses to better address and drill down to those students who need academic support. **Needs:** B4;	**Person(s) Responsible:** CI Dept, Campus principal and specialist	**Funding/FTEs:** Title I, Part A Funds 3.00 FTEs
	Evidence of Implementation: Master schedules and rosters of identified and served students will be available	**Ongoing Evaluation Method:** Periodic and quarterly progress monitoring by campus admin	**Final Evaluation Method:** Review of student common assessment progress and final state assessment review
	Timeline: 7/1/2021 - 6/8/2022 (Annually)		**Resources:** RTI data; agendas of weekly meetings to address those students needing support Math/Science; EL; and Science/Soc Studies content.;

Goal #2: Medina Valley ISD will strengthen its foundation of core-content academics.

Objective #3: Provide targeted PD ,on district and campus staff development days, in content areas to strengthen teacher capacity and ensure equity.

1	**Action:** Provide targeted professional development in identifying strengths and weaknesses **Needs:** A1; A2; A3;	**Person(s) Responsible:** CI&SS	**Funding/FTEs:**
	Evidence of Implementation: Agendas, sign-in sheets, ongoing planning sheets via Google docs; YAGs, timelines. Evaluations	**Ongoing Evaluation Method:** Feedback forms; periodic follow-up with constituents and campus admin to make sure needs are being met	**Final Evaluation Method:** Faculty and staff feedback
	Timeline: 9/1/2021 - 7/1/2022 (Annually)		**Resources:** Planning agendas and time scheduled for planning meetings;
2	**Action:** Provide targeted professional development in working with economically disadvantaged students **Needs:** A1; A2; D2;	**Person(s) Responsible:** CI&SS	**Funding/FTEs:**
	Evidence of Implementation: Agendas, sign-in sheets, ongoing planning sheets via Google docs; YAGs, timelines	**Ongoing Evaluation Method:** Feedback forms; periodic follow-up with constituents and campus admin to make sure needs are being met	**Final Evaluation Method:** Faculty and staff feedback
	Timeline: 9/1/2021 - 7/1/2022 (Annually)		**Resources:** Planning agendas and time scheduled for planning meetings;
3	**Action:** Increase teachers' proficiency in instructional technology by providing continuous professional learning opportunities and support. **Needs:** D2; E3; H5; H6; H7	**Person(s) Responsible:** CI&SS	**Funding/FTEs:**
	Evidence of Implementation: Agendas, sign-in sheets, ongoing planning sheets via Google docs; YAGs, timelines	**Ongoing Evaluation Method:** Feedback forms; periodic follow-up with constituents and campus admin to make sure needs are being met	**Final Evaluation Method:** Faculty and staff feedback
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		**Resources:** Agendas and planning timelines for implementation;

4	**Action:** Provide targeted professional development on the implementation of Specially Designed Instruction in the general education classroom. **Needs:** B2;	**Person(s) Responsible:** Special Education Director	**Funding/FTEs:**
	Evidence of Implementation: Agenda, Sign-in sheets, virtual invites	**Ongoing Evaluation Method:** Participants feedback via Google Form survey immediately after each PD	**Final Evaluation Method:** Four observations are scheduled for each special education teacher; data will be collected and evaluated.
	Timeline: 7/1/2021 - 7/1/2022 (Every 9 weeks)		

5	**Action:** Conduct classroom observations paired with coaching and feedback on the implementation of Specially Designed Instruction in the general education classroom. **Needs:** B2;	**Person(s) Responsible:** Special Education Director	**Funding/FTEs:**
	Evidence of Implementation: PO's, Invoices, observation records	**Ongoing Evaluation Method:** Data obtained during observations (quarterly)	**Final Evaluation Method:** Analysis of observation data
	Timeline: 7/1/2021 - 7/1/2022 (Every 9 weeks)		**Resources:** Staff to observe and allotted time; Contracted services;

Goal #2: Medina Valley ISD will strengthen its foundation of core-content academics.

Objective #4: Systematically refer to and implement the components of the Technology 5-year plan as approved by the Board.

1	**Action:** Continue to provide and sustain technology hardware as well as technology infrastructure that adheres to current standards that support instruction **Needs:** H5; H6	**Person(s) Responsible:** Technology Director and Campus Administration	**Funding/FTEs:**
	Evidence of Implementation: Documented response to 5-year plan; PO	**Ongoing Evaluation Method:** Use tracking inventory system and use climate surveys	**Final Evaluation Method:** Review reports of implementation, use, and effectiveness.
	Timeline: 8/1/2021 - 7/1/2022 (On-going)		**Resources:** 5 year plan review, inventory, surveys;

2	**Action:** Implement and use the systems in place to monitor usage and review analytics to determine efficiency. **Needs:** H3; H4; H7;	**Person(s) Responsible:** Technology director and campus administration	**Funding/FTEs:**
	Evidence of Implementation: Agendas and sign-in sheets of data provided and analyzed. Tech support response time (tech logs; work tickets tracking); analytics and logs of software usage	**Ongoing Evaluation Method:** Quarterly progress monitoring by CI&SS and the Technology Director	**Final Evaluation Method:** Evaluation of data provided by the technology director to DWAC for review and continued refinement.
	Timeline: 7/1/2021 - 7/1/2022 (Annually)		**Resources:** Access and training to software;

Goal #2: Medina Valley ISD will strengthen its foundation of core-content academics.

Objective #5: Provide training and access that will help all parents connect and understand various opportunities, programs, requirements for academic success, and preparation for post-secondary.

1	**Action:** Each elementary campus, with the support from the teachers and parent/family engagement coordinator, will build parent capacity to aide in their child's academic success. **Needs:** F6	**Person(s) Responsible:** Parent and Family Engagement coordinator, Campus Parent Liaison, teachers	**Funding/FTEs:** Title I, Part A Funds $700.00
	Evidence of Implementation: Specifics can be found on purchase orders, receipts from stores, flyers, emails from campuses requesting supplies/materials, refreshments, snacks, etc.	**Ongoing Evaluation Method:** Meeting minutes, or short evaluation forms for parents and/or verbal questions and answers during trainings/events to add to minutes.	**Final Evaluation Method:** Parent and staff surveys will be reviewed and analyzed during the CNA meetings.
	Timeline: 9/1/2021 - 5/1/2022 (Bi-Annually)		**Resources:** Materials, supplies, snacks;
2	**Action:** Sessions and trainings will be made available to show parents/guardians how to interpret and understand state assessments. **Needs:** F3; F4;	**Person(s) Responsible:** Parent & Family Engagement Coord; campus liaison; campus administration; academic Coord.	**Funding/FTEs:** Title I, Part A Funds
	Evidence of Implementation: Specifics can be found on purchase orders, receipts from stores, flyers, emails from campuses requesting supplies/materials, refreshments, snacks, etc.	**Ongoing Evaluation Method:** Meeting minutes, or short evaluation forms for parents and/or verbal questions and answers during trainings/events to add to minutes.	**Final Evaluation Method:** Parent and staff surveys will be reviewed and analyzed during the CNA meetings.
	Timeline: 10/1/2021 - 5/1/2022 (Bi-Annually)		
3	**Action:** Make trainings available to parents and guardians on trends and hot topics. **Needs:** F3; F4	**Person(s) Responsible:** Parent & Family Engagement Coord, Social workers, McKinney Vento & Foster Care Liaison	**Funding/FTEs:** Title I, Part A Funds
	Evidence of Implementation: Flyers/invites, sign-in sheets, emails and/or evaluations of the training/event.	**Ongoing Evaluation Method:** Meeting minutes, or short evaluation forms for parents and/or verbal questions and answers during trainings/events to add to minutes.	**Final Evaluation Method:** Parent and staff surveys will be reviewed and analyzed during the CNA meetings.
	Timeline: 9/1/2021 - 5/1/2022 (Every 9 weeks)		**Resources:** snacks, materials and supplies, transportation when reasonable/necessary;

4	**Action:** Conduct meaningful math and literacy training by grade level and provide materials, accordingly, for teachers to perform hands-on activities and events to aide in their child's academic success. **Needs:** F2;	**Person(s) Responsible:** Parent & Family Engagement Coord; campus liaison; campus administration; academic Coord.; teachers	**Funding/FTEs:** Title I, Part A Funds
	Evidence of Implementation: Flyers/invites, sign-in sheets, emails and/or evaluations of the training/event.Purchase orders contain flyers or documentation and/or details of of an event or training that requires Title I funds to be utilized.	**Ongoing Evaluation Method:** Meeting minutes, or short evaluation/surveys/forms for parents and/or verbal questions and answers during trainings/events to add to minutes.	**Final Evaluation Method:** Parent and staff surveys will be reviewed and analyzed during the CNA meetings.
	Timeline: 10/1/2021 - 5/1/2022 (On-going)		

5	**Action:** District-wide parent engagement activities to involve the English learner, their families, and community resources/community-based organizations to ensure student success through effective activities and strategies specifically designed for English learners. **Needs:** F3; F4;	**Person(s) Responsible:** District EL Specialist and Campus Admin	**Funding/FTEs:** Title I, Part A Funds; Title III, Part A Funds; ESSER-American Rescue Plan $44,000.00
	Evidence of Implementation: Planning agendas, sign-in sheets of participants, certs of attendance, powerpoint presentations, PO's	**Ongoing Evaluation Method:** Exit Surveys/parent participant feedback	**Final Evaluation Method:** Survey feedback and evidence of impact pertinent to the training targeted
	Timeline: 9/1/2021 - 5/1/2022 (Bi-Annually)		**Resources:** location;

6	**Action:** We will use the Title I compliance timeline to create a friendly competition by using the Title I requirements as a benchmark. **Needs:** F4;	**Person(s) Responsible:** Parent and Family Engagement Coordinator Parent and Family Engagement Campus Point of Contact	**Funding/FTEs:**
	Evidence of Implementation: Title I black box timeline will be utilized as a guide.	**Ongoing Evaluation Method:** Number of parent participants through sign-in sheets Campuses completing Title I Timeline Requirements accordingly Number of trainings, activities and events campuses provide for parents and families Title I black box timeline MOE audit	**Final Evaluation Method:** Set2Plan will have collection of all campus trainings, activities and events per campus Title I black box timeline EOY audit
	Timeline: 9/1/2021 - 5/1/2022 (Monthly)		**Resources:** Title I Traveling Trophy Certificates Materials and supplies;

7	**Action:** Increase parent/family engagement opportunities by continuing to employ a parent & family engagement personnel. **Needs:** A1; A2; A3;	**Person(s) Responsible:** Fed Prog Director	**Funding/FTEs:** Local Funds; Title I, Part A Funds $700.00; 1.00 FTEs
	Evidence of Implementation: HR Roster; Contract; Staff evaluation	**Ongoing Evaluation Method:** Quarterly staff evaluations	**Final Evaluation Method:** Staff evaluation
	Timeline: 9/1/2021 - 7/1/2022 (Annually)		

Goal #2: Medina Valley ISD will strengthen its foundation of core-content academics.

Objective #6: Due to COVID-19 provide to all students a safe and healthy learning environment to address learning loss.

1	**Action:** To address learning loss MVISD will provide support services and interventions by adding campus and district staff, additional housekeeping staff, special programs staff, counselor/social workers **Needs:** A1; B5;	**Person(s) Responsible:** Assistant Supt for CISS, Assistant Supt for Business & Finance, and Curriculum Director	**Funding/FTEs:** Elem & Sec School Emergency Relief Fund; Elem & Sec School Emergency Relief Fund Coronavirus & Relief Supplemental Appropriations CRSA $4,034,000.00; 37.00 FTEs; ESSER-American Rescue Plan $1,052,000.00; 6.00 FTEs
	Evidence of Implementation: Payroll	**Ongoing Evaluation Method:** Teacher and Principal feedback	**Final Evaluation Method:** Teacher and Principal feedback and student success as measured by attendance, promotion by grade, and when applicable success on state or standardize assessments.
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		**Resources:** HR Rosters, continue planning and assessing;
2	**Action:** In an effort to address learning loss with accelerated learning and wrap-around services due to COVID-19 we will look for ways to provide PD in the following areas but not limited to block scheduling, co-teaching, academy training, addressing social emotional challenges **Needs:** A1; B5;	**Person(s) Responsible:** : Assistant Supt for CISS, Assistant Supt for Business & Finance, and Curriculum Director	**Funding/FTEs:** Elem & Sec School Emergency Relief Fund Coronavirus & Relief Supplemental Appropriations CRSA $100,000.00; ESSER-American Rescue Plan $100,000.00
	Evidence of Implementation: Agendas, sign-in sheets, PO, certificates of attendance	**Ongoing Evaluation Method:** Periodic Feedback Survey from constituents; feed back from ESSER committee	**Final Evaluation Method:** Final Feedback survey evaluation reviewed; comparison of metrics based on program from initial to final assessment
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		**Resources:** Meeting time, continued surveys;
3	**Action:** Address learning loss through infrastructure and technology resources **Needs:** A1; B5;	**Person(s) Responsible:** Assistant Supt for CISS, Assistant Supt for Business & Finance, and Curriculum Director	**Funding/FTEs:** Elem & Sec School Emergency Relief Fund Coronavirus & Relief Supplemental Appropriations CRSA $153,400.00; ESSER-American Rescue Plan
	Evidence of Implementation: Purchase orders and invoices; training agendas; end user survey	**Ongoing Evaluation Method:** training agendas; end user survey	**Final Evaluation Method:** training agendas; end user survey feedback
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		

Goal #3: Medina Valley ISD will connect all learners to college and career.

Objective #1: Assist students in creating personalized plans to help guide their college and/or career pathway.

1	**Action:** Administer comprehensive surveys to all MVISD students **Needs:** A2; A3	**Person(s) Responsible:** CI&SS and Campus administration	**Funding/FTEs:**
	Evidence of Implementation: The survey will be shared with DWAC and the board for input and development. Agenda and sign-in sheets will be denote the planning of the survey.	**Ongoing Evaluation Method:** The survey will be spearheaded by the CI&SS department given to each constituent to fill out; then it will be analyzed and the findings shared with CPOC and DWAC.	**Final Evaluation Method:** The survey results will be instrumental in the adjustments needed and then addressed in the following year's DWAC CNA/DIP.
	Timeline: 11/1/2021 - 3/31/2022 (Annually)		**Resources:** Survey;
2	**Action:** Document and communicate transition plan from 5th to 6th grade; and 8th to 9th grade. **Needs:** A1;	**Person(s) Responsible:** Guidance & Counseling Director	**Funding/FTEs:**
	Evidence of Implementation: Agenda and minutes with timelines	**Ongoing Evaluation Method:** Quarterly progress monitoring by Asst Supt CI&SS	**Final Evaluation Method:** Transition plans and documented procedures will be reviewed and refined for the following year's needed changes.
	Timeline: 1/1/2021 - 7/1/2022 (Annually)		**Resources:** Agendas, minutes, timelines;
3	**Action:** Support CCMR with College representative campus visits, college fairs, career fairs, guest speakers and field trips for all campuses. **Needs:** A1; A5;	**Person(s) Responsible:** CTE Director and Guidance & Counseling Director	**Funding/FTEs:** Career & Technology Funds; Carl-Perkins Title IPartC
	Evidence of Implementation: Sign-in log; power point/presentations used; lesson plan; Naviance reports; POs; Travel Requests	**Ongoing Evaluation Method:** Student survey; Naviance reports	**Final Evaluation Method:** Student and faculty Feedback; Naviance reporting
	Timeline: 9/1/2021 - 5/1/2022 (On-going)		**Resources:** Planning meetings and agendas; Naviance; Recruiters; time to administer the ASVAB;

4	**Action:** College & Career Counseling/transitional planning for special populations including special education and English Language Learners. **Needs:** A1; A5;	**Person(s) Responsible:** Counselors, teachers, and administration	**Funding/FTEs:**
	Evidence of Implementation: Agenda and minutes with timelines; Naviance reports	**Ongoing Evaluation Method:** Student survey; Naviance reporting	**Final Evaluation Method:** Student and faculty Feedback; Naviance reports
	Timeline: 9/1/2021 - 5/30/2022 (Every 6 weeks)		**Resources:** student interest inventory, 4-year plans;

5	**Action:** Instructional materials, equipment, and training will be prioritized to ensure CTE students and CTE teachers have the tools necessary to achieve success and promote CTE programs. **Needs:** A1; A5;	**Person(s) Responsible:** Campus Admin, Counselors, CTE Director, Teachers	**Funding/FTEs:** Career & Technology Funds; Carl-Perkins Title IPartC $10,000.00
	Evidence of Implementation: Agenda and minutes with timelines	**Ongoing Evaluation Method:** Student survey	**Final Evaluation Method:** Student and faculty Feedback
	Timeline: 8/1/2021 - 6/1/2022 (On-going)		

Goal #3: Medina Valley ISD will connect all learners to college and career.

Objective #2: Maximize opportunities for students to earn either post secondary credit(s) and/or industry certifications to increase outcome by 5% (pp) by the end of each academic year.

1	**Action:** Increase AP and dual credit offerings **Needs:** A5; E1; E2; E3; E4;	**Person(s) Responsible:** CI&SS; HS Campus admin	**Funding/FTEs:**
	Evidence of Implementation: Increased number of courses offered via the Master schedule. Documented MOU with Southwest Texas Junior College.	**Ongoing Evaluation Method:** Revisiting courses selections and student interest inventories addressed in early spring for master schedule planning for the coming year.	**Final Evaluation Method:** Review the total number of courses offered and consider looking at student growth enrolled.
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		**Resources:** Student interest inventory surveys; master schedule; course selections; teacher certifications;
2	**Action:** Encourage 100% student participation in college admissions testing (such as SAT, ACT, TSIA) **Needs:** A1; A2; A5;	**Person(s) Responsible:** CI&SS; Secondary campus administration; counselors	**Funding/FTEs:**
	Evidence of Implementation: Planning logs; counselor presentations, and fliers/electronic communication to parents and students.	**Ongoing Evaluation Method:** Monthly visits and meetings with counselors and administration responsible for leading the charge and also the progress monitoring check done by the administration.	**Final Evaluation Method:** Data comparison from previous years.
	Timeline: 8/1/2021 - 6/1/2022 (On-going)		**Resources:** communication; brochures; student meetings;
3	**Action:** Provide and increase success in AP/ Dual credit / Business and Industry certifications/ and articulated credit. **Needs:** A1; A2; A5;	**Person(s) Responsible:** CI&SS; Secondary campus administration, CTE Director, and Coord. for Counseling	**Funding/FTEs:** Local Funds $0.00; Career & Technology Funds $0.00; Carl-Perkins Title IPartC $10,000.00
	Evidence of Implementation: Increased number of courses offered via the Master schedule. Documented MOU with Southwest Texas Junior College.	**Ongoing Evaluation Method:** Revisiting courses selections and student interest inventories addressed in early spring for master schedule planning for the coming year.	**Final Evaluation Method:** Review the total number of courses offered and consider looking at student growth enrolled.
	Timeline: 7/1/2021 - 7/1/2022 (On-going)		**Resources:** Student interest inventory surveys; master schedule; course selections; teacher certifications;

Goal #4: Medina Valley ISD will provide a safe and secure environment for all.

Objective #1: Monitor and maintain facilities to ensure the safety of all students and staff by making sure that 100% of district and campus security programs are implemented.

1	**Action:** Detailed calendar provided by principal that indicates dates of all lock-down, emergency evacuation, fire, and other safety drills. **Needs:** C7; G2; G3	**Person(s) Responsible:** District safety coordinator and Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Calendars and required documentation will be collected periodically by the district's safety coordinator	**Ongoing Evaluation Method:** Monthly reviews by the safety coordinator of required documentation are conducted	**Final Evaluation Method:** A review of all collected documentation and process will be reviewed and refined for the following year.
	Timeline: 7/1/2021 - 10/2/2021 (On-going)		**Resources:** Calendar dates, centralized documentation;
2	**Action:** Quarterly campus visits by district safety officials to understand campus layouts and emergency plans. **Needs:** C7; G2; G3	**Person(s) Responsible:** District safety coordinator and Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Calendars and required documentation will be collected periodically by the district's safety coordinator	**Ongoing Evaluation Method:** Monthly reviews by the safety coordinator of required documentation are conducted	**Final Evaluation Method:** A review of all collected documentation and process will be reviewed and refined for the following year.
	Timeline: 9/1/2021 - 6/1/2022 (Every 9 weeks)		**Resources:** Agendas, minutes, and plan(s) of action communicated;
3	**Action:** Safety reviews of each campus by an external office as required per TEA guidelines. **Needs:** C7; G2; G3	**Person(s) Responsible:** District safety coordinator	**Funding/FTEs:**
	Evidence of Implementation: Calendars and required documentation will be collected periodically by the district's safety coordinator	**Ongoing Evaluation Method:** Monthly reviews by the safety coordinator of required documentation are conducted	**Final Evaluation Method:** A review of all collected documentation and process will be reviewed and refined for the following year.
	Timeline: 8/1/2021 - 6/1/2022 (Other)		**Resources:** Calendar/timeline; summary of findings reported back to central office and campus administration;

4	**Action:** Analysis of external safety review results by Campus Safety Committees to strengthen campus safety. **Needs:** C7; G2; G3	**Person(s) Responsible:** District safety coordinator and Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Calendars and required documentation will be collected periodically by the district's safety coordinator	**Ongoing Evaluation Method:** Monthly reviews by the safety coordinator of required documentation are conducted	**Final Evaluation Method:** A review of all collected documentation and process will be reviewed and refined for the following year.
	Timeline: 10/1/2021 - 6/1/2022 (Bi-Annually)		**Resources:** Agendas, sign-in sheets, findings to be communicated to campus administration;

5	**Action:** Coordinate with local law enforcement, EMS, and jurisdiction agencies to familiarize with the layout of district facilities. **Needs:** C7; G2; G3	**Person(s) Responsible:** Central Office administration, maintenance and operations departments, and Campus adminsitration	**Funding/FTEs:**
	Evidence of Implementation: Calendars and required documentation will be collected periodically by the district's safety coordinator	**Ongoing Evaluation Method:** Monthly reviews by the safety coordinator of required documentation are conducted	**Final Evaluation Method:** A review of all collected documentation and process will be reviewed and refined for the following year.
	Timeline: 8/1/2021 - 7/1/2022 (Annually)		**Resources:** Scheduled times to meet; agendas, sign-in sheets, evaluation.;

Goal #4: Medina Valley ISD will provide a safe and secure environment for all.

Objective #2: Include community values, health, and safety issues in our social-curriculum plans and programs.

1	**Action:** The SHAC (School Health Advisory Council) will conduct quarterly meetings. **Needs:** C7	**Person(s) Responsible:** District Nurse, Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Agenda and minutes along with sign-in sheets from each quarterly meeting are available	**Ongoing Evaluation Method:** Quarterly progress monitoring by the CI&SS Asst Supt will be conducted	**Final Evaluation Method:** Surveys will be provided to each participant reviewed at the end of the school year for feedback to the DWAC
	Timeline: 9/26/2021 - 4/24/2022 (Every 9 weeks)		**Resources:** HS Library, projector, handouts, agenda, and sign-in sheets Meetings are scheduled quarterly and posted on the district website;

2	**Action:** Our counselors and social workers will collaborate to address suicide prevention, conflict resolution, and violence prevention. **Needs:** A2; A3; C2; C3;	**Person(s) Responsible:** Guidance & Counseling Director	**Funding/FTEs:**
	Evidence of Implementation: Agenda and feedback available via the Guidance & Counseling Director	**Ongoing Evaluation Method:** Quarterly monitoring and feedback to CI&SS Asst Supt via G&C Director	**Final Evaluation Method:** Data collected by counselors and social workers will be reviewed, analyzed and shared for a comprehensive needs assessment to determine actions necessary for the following year.
	Timeline: 9/1/2021 - 6/1/2022 (Daily)		**Resources:** Agenda, timelines, and planning meetings; curriculum used;

3	**Action:** The student handbook will continue to define dating violence. **Needs:** A1; A3;	**Person(s) Responsible:** CI&SS Asst Supt and Guidance & Counseling Director and Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Handbook produced with required language	**Ongoing Evaluation Method:** Handbook will be available	**Final Evaluation Method:** Handbook will follow statute
	Timeline: 12/1/2021 - 8/1/2022 (Annually)		**Resources:** Handbook as provided by TASB;

4	**Action:** Pertinent to dating violence, safety planning will be addressed with the necessary personnel on enforcement of protective orders. **Needs:** A2; A3;	**Person(s) Responsible:** Campus Counselors and Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Planning and execution of plans will be logged	**Ongoing Evaluation Method:** Quarterly Progress Monitoring by the CI&SS Asst Supt or designee will be conducted	**Final Evaluation Method:** Feedback will be provided for the comprehensive needs to determine areas of refinement
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		**Resources:** Agenda, planning, and timelines;
5	**Action:** Continue to include the policy addressing sexual abuse, sex trafficking, and other maltreatment of children in the student handbook. **Needs:** A3;	**Person(s) Responsible:** CI&SS Asst Supt and Guidance & Counseling Director and Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Policy available for review	**Ongoing Evaluation Method:** Policy available	**Final Evaluation Method:** Policy available and updated as dictated by statute
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		**Resources:** Planning and timelines;
6	**Action:** Pertinent to sexual abuse awareness and prevention, training will be offered to staff, student, and parents. Within these pieces of training, we will include actions that a child who is a victim should take to obtain assistance and intervention; and the available counseling options for students affected. **Needs:** A1; C3; C7; G2; G3	**Person(s) Responsible:** CI&SS Asst Supt and Guidance & Counseling Director and Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Training presentation is available	**Ongoing Evaluation Method:** Quarterly progress monitoring by CI&SS Asst Supt or designee	**Final Evaluation Method:** Review of statute and staff feedback will be reviewed and considered
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		**Resources:** planning agendas and timelines;
7	**Action:** Pertinent to sexual abuse and sex trafficking, MVISD will reach out to law enforcement or other entities that provide expertise in prevention and referral protocols. **Needs:** A1; C3; C7; G2; G3	**Person(s) Responsible:** CI&SS Asst Supt and Guidance & Counseling Director and Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Agenda, sign-in sheet and training presentation are available.	**Ongoing Evaluation Method:** Quarterly progress monitoring will be conducted by the CI&SS Asst Supt or designee.	**Final Evaluation Method:** Statute and faculty feedback will be reviewed and adjusted as necessary
	Timeline: 9/1/2021 - 7/1/2022 (Annually)		**Resources:** Agenda, planning, and timelines;

8	**Action:** MVISD will continue to offer pregnancy-related services to our students. The guidelines and support services available to our students may be found in the district website under the Federal Programs Department. **Needs:** A6;	**Person(s) Responsible:** Campus administration, campus nurse, counselor, social worker, and Federal Programs personnel	**Funding/FTEs:**
	Evidence of Implementation: Log of students served and documented forms	**Ongoing Evaluation Method:** Periodic visits to the nurse while the student is on campus; weekly visits once students deliver the child.	**Final Evaluation Method:** Continue to review the process and track the students to make sure they are on track for graduation.
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		**Resources:** Forms, doctor's notes, plans, schedule reviews, homebound services as needed;

Goal #4: Medina Valley ISD will provide a safe and secure environment for all.

Objective #3: Provide district-wide training in effectively and efficiently responding to and recovering from emergency incidents (training, drills, protocols).

1	**Action:** The district EOP (Emergency Operations Plan) will list the preparedness drills and frequency. **Needs:** G2; G3	**Person(s) Responsible:** Central Office administration, maintenance and operations departments, and Campus adminsitration	**Funding/FTEs:**
	Evidence of Implementation: Timelines and documented drills are available	**Ongoing Evaluation Method:** Quarterly Progress Monitoring will be conducted by the CI&SS Asst Supt or designee	**Final Evaluation Method:** Reports will be available and data provided for the comprehensive needs assessment to address areas of growth and identified in the DIP as appropriate or necessary.
	Timeline: 7/1/2021 - 12/18/2021 (Annually)		**Resources:** Scheduled times to meet; agendas, sign-in sheets, evaluation. Refer to the Texas School Safety Center on the 5 recommended drills and timelines.;

2	**Action:** Provide annual training to all stakeholders on the campus/district's emergency response practices by completing appropriate training in the Standard Response Protocol and Standard Reunification Method. **Needs:** G2; G3	**Person(s) Responsible:** Central Office administration, maintenance and operations departments, and Campus adminsitration	**Funding/FTEs:**
	Evidence of Implementation: Training presentations available	**Ongoing Evaluation Method:** Quarterly progress monitoring completed by CI&SS Asst Supt or designee	**Final Evaluation Method:** Reports will be available and data provided for the comprehensive needs assessment to address areas of growth and identified in the DIP as appropriate or necessary.
	Timeline: 8/15/2021 - 6/1/2022 (Annually)		**Resources:** Scheduled times to meet; agendas, sign-in sheets, evaluation;

3	**Action:** Provide active shooter training for each campus. **Needs:** G2; G3	**Person(s) Responsible:** Safety Coordinator and District Administration	**Funding/FTEs:**
	Evidence of Implementation: Timelines and documented drills are available	**Ongoing Evaluation Method:** Quarterly progress monitoring completed by CI&SS Asst Supt or designee	**Final Evaluation Method:** Reports will be available and data provided for the comprehensive needs assessment to address areas of growth and identified in the DIP as appropriate or necessary.
	Timeline: 8/1/2021 - 6/1/2022 (Annually)		**Resources:** Planning, agendas, and minutes;

4	**Action:** Provide stop-the-bleed training for each campus. **Needs:** G2; G3	**Person(s) Responsible:** Safety Coordinator and District Administration	**Funding/FTEs:**
	Evidence of Implementation: Timelines and documented drills are available.	**Ongoing Evaluation Method:** Quarterly progress monitoring completed by CI&SS Asst Supt or designee.	**Final Evaluation Method:** Reports will be available and data provided for the comprehensive needs assessment to address areas of growth and identified in the DIP as appropriate or necessary.
	Timeline: 7/1/2021 - 7/1/2022 (Annually)		**Resources:** Planning, agendas, and minutes.;

5	**Action:** District and campus leadership attendance of Texas State School Safety workshops in emergency preparedness such as emergency response and reunification. **Needs:** G2; G3	**Person(s) Responsible:** Safety Coordinator and Campus Administration	**Funding/FTEs:**
	Evidence of Implementation: Timelines and certifications of attendance are available	**Ongoing Evaluation Method:** Quarterly Progress monitoring	**Final Evaluation Method:** Reports will be available and data provided for the comprehensive needs assessment to address areas of growth and identified in the DIP as appropriate or necessary.
	Timeline: 7/1/2021 - 7/1/2022 (On-going)		**Resources:** Planning, agendas, and minutes;

6	**Action:** Encourage campus student leaders (middle/high school) to attend Texas School Safety Center's Youth Preparedness Camp to create a culture of preparedness among students. **Needs:** G2; G3	**Person(s) Responsible:** Safety Coordinator and Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Agendas and planning timelines	**Ongoing Evaluation Method:** Quarterly progress monitoring completed by CI&SS Asst Supt or designee	**Final Evaluation Method:** Reports will be available and data provided for the comprehensive needs assessment to address areas of growth and identified in the DIP as appropriate or necessary.
	Timeline: 12/1/2021 - 7/1/2022 (Annually)		**Resources:** Planning and timelines;

Goal #4: Medina Valley ISD will provide a safe and secure environment for all.

Objective #4: Provide support to students who have encountered a hardship, trauma, or other challenges that may potentially keep them from being academically successful.

1	**Action:** Motivational speakers **Needs:** A3; C4;	**Person(s) Responsible:** Guidance & Counseling Director and Campus liaison	**Funding/FTEs:** Title IV, Part A Funds $5,000.00; State Comp Ed Funds $1.00
	Evidence of Implementation: Agenda, planning meetings, PO and student feedback (surveys)	**Ongoing Evaluation Method:** Periodic planning and obtaining student feedback via surveys. Counselors and Social workers may also provide additional data.	**Final Evaluation Method:** Periodic planning and obtaining student feedback via surveys. Counselors and Social workers may also provide additional data.
	Timeline: 9/1/2021 - 5/1/2022 (Bi-Annually)		**Resources:** Planning agenda, minutes, and timelines;
2	**Action:** Social workers will be available to provide training on various mental health and other hot topics to our secondary staff **Needs:** A1; A2; A3;	**Person(s) Responsible:** Guidance & Counseling Director and campus admin	**Funding/FTEs:** State Comp Ed Funds 1.00 FTEs; Elem & Sec School Emergency Relief Fund Coronavirus & Relief Supplemental Appropriations CRSA 2.00 FTEs; ESSER-American Rescue Plan 1.00 FTEs
	Evidence of Implementation: Training will be coordinated and provided	**Ongoing Evaluation Method:** Evaluation of presentation and certificates will be provided	**Final Evaluation Method:** Survey and feedback by staff will be reviewed after training
	Timeline: 8/1/2021 - 6/1/2022 (Annually)		**Resources:** Agenda, planning meetings, minutes, timelines;
3	**Action:** Monthly Student Support Team meetings will be conducted by our Guidance and Counseling Director. **Needs:** A1; A2; A3;	**Person(s) Responsible:** Guidance & Counseling Director	**Funding/FTEs:**
	Evidence of Implementation: Agendas will be available for review	**Ongoing Evaluation Method:** quarterly reviews will be assessed by the CI&SS Asst Supt	**Final Evaluation Method:** Feedback from counselors and social workers will be reviewed, refined, and considered for the following year
	Timeline: 9/1/2021 - 5/1/2022 (Monthly)		**Resources:** Agendas, sign in sheets, timelines;

4	**Action:** Continue to employ a McKinney-Vento/Foster district liaison and Provide supplies, clothing, instructional materials, and other support services to assist the identified highly mobile and at-risk student. **Needs:** A1; A2; A3;	**Person(s) Responsible:** McKinney-Vento and Foster Liaison; counselors; social workers	**Funding/FTEs:** Local Funds; Title I, Part A Funds $7,000.00; 0.80 FTEs; Tx Educ for Children Homeless Youth $5,600.00
	Evidence of Implementation: Family/student residency questionnaires, sign-in logs, receipts, and quarterly monitoring are available.	**Ongoing Evaluation Method:** Quarterly checks by the Fed Prog director.	**Final Evaluation Method:** Review of grant data and tally of services rendered are evaluated at the end of each school year.
	Timeline: 8/1/2021 - 6/1/2022 (Every 3 weeks)		**Resources:** surveys, interview questionnaire, referrals;

5	**Action:** Counselors and social workers will provide mental health support to all students, using a variety of research based supplies, materials, and programs. **Needs:** A3; C4;	**Person(s) Responsible:** Director of Guidance and Counseling, Counselors, & Social Workers	**Funding/FTEs:** State Comp Ed Funds $3,000.00; Title IV, Part A Funds $14,000.00; Elem & Sec School Emergency Relief Fund Coronavirus & Relief Supplemental Appropriations CRSA; ESSER-American Rescue Plan
	Evidence of Implementation: Agendas, student logins, POs, inventory	**Ongoing Evaluation Method:** Monthly consultations	**Final Evaluation Method:** Evaluation surveys from both counselors/social workers & students
	Timeline: 9/1/2021 - 5/1/2022 (Monthly)		

Funding

Bilingual/ELL		
Career & Technology Funds		
Elem & Sec School Emergency Relief Fund		
ESSER-American Rescue Plan	$1,196,000.00	7.00 FTEs
Elem & Sec School Emergency Relief Fund C	$4,287,400.00	39.00 FTEs
Local Funds		
Carl-Perkins Title IPartC	$20,000.00	
State Comp Ed Funds	$47,001.00	22.00 FTEs
Special Ed Funds		
Title I, Part A Funds	$15,800.00	4.80 FTEs
Title II, Part A Funds	$92,000.00	
Title III, Part A Funds	$8,974.00	
Title IV, Part A Funds	$19,000.00	
Tx Educ for Children Homeless Youth	$8,800.00	

TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

#1: Recruit, support, and retain teachers and principals
#2: Build a foundation of reading and math
#3: Connect high school to career and college
#4: Improve low-performing schools

THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

#1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
#2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
#3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
#4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.
Objective #2: Students will be encouraged and challenged to meet their full educational potential.
Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration

MVISD

2021-2022 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan
Education Service Center, Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers. COEs for the new school year cannot be completed until training has occurred or as determined by TEA.	**Staff:** All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 for ID&R training or as determined by TEA.(ongoing) TX-NGS training: September 15, 2021
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. Meet with all ID&R Staff. Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. Finalize all forms, documents, logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	**Staff:** MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. Make recruiter assignments. Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. Conduct ID&R. ***Potentially Eligible Migrant Children*:** Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. ***Currently Eligible Migrant Children*:** Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. **Note:** Share copies of COEs with appropriate entities as listed on COE.	**Staff:** MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. Complete COEs. Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	**Staff:** MEP recruiters	Within **5** working days of parent signature
F. Review of COEs. Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. ● TX-NGS Data Specialist is to enter data from each child's COE into the Texas New Generation System (NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS.	**Staff:** Designated SEA Reviewers NGS staff	Within **7** working days of parent signature.
G. Conduct residency verification. Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	**Staff:** MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yr. olds turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. Other		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. Make contact with potential growers. Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by December 1.(ongoing)
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.	**Staff:** MEP administrators and recruiters	By February 1 and update on ongoing basis throughout the year (ongoing)
C. Other		
IV. INTERAGENCY COORDINATION		
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migratory workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	**Staff:** MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year
B. Other		
V. QUALITY CONTROL		
A. Written quality control procedures. Develop written procedures that outline ID&R quality control within the LEA/ESC.	**Staff:** MEP administrators, recruiters, designated SEA reviewers, and other MEP staff	By August 29
B. Eligibility review. Forward COEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	**Staff:** Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. Monitor and address ongoing training needs for ID&R. Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	**Staff:** All MEP staff	As needed throughout the year
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.	**Staff:** All MEP staff	Ongoing throughout the year
E. Annual eligibility validation. Eligibility of previously identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	**Staff:** ESC, MEP staff	January – June
F. Monitor Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	**Staff:** ESC, District Designee	December
VI. EVALUATION	**INDIVIDUALS RESPONSIBLE**	
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT **A. Evaluate ID&R efforts for subsequent planning.** Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent the ID&R plan for continuous improvement.	 **Staff:** All MEP staff **Others**: Local Migrant Parent Advisory Council (PAC), etc.	**TIMELINE** By June 30
B. Other		

Priority for Service (PFS) Action Plan
for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	● Who have made a qualifying move within the previous 1-year period; AND ● Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	● Who have made a qualifying move within the previous 1-year period; AND ● Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; or ● For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

School District: ESC Region 20	Priority for Service (PFS) Action Plan	Filled Out By: ESC-20 MEP Team
Region: 20	School Year: 2021-2022	Date: 09/07/2021

Note: *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).*

Goal(s):	**Objective(s):**
Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.	100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services**.**	Monthly by end of month	-Systems Specialists	TX-NGS Monthly Reports
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Annually by September 30	-Migrant Coordinator -Educational Specialists	Priority for Service Action Plan
Additional Activities			
▪ Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP).	Annually by September 30	-Educational Specialists -District Designee	-Copy of District Improvement Plan

			showing insertion of PFS Action Plan
Required Strategies	**Timeline**	**Person(s) Responsible**	**Documentation**
Communicate the progress and determine needs of PFS migrant students.			
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service reports.	Monthly	-Educational Specialists -System Specialists -District Designee	-Emails to district contacts with PFS Reports -SSA Meeting Agenda/Sign-In Sheets
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria.	Annually PAC Meetings	-Educational Specialists -Recruiters -MEP Tutors	-PAC Sign-In Sheets -Recruiter Logs/Google Contact Log -Tutor Logs
▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	Year Round Individual meetings/phone calls with parents as needed (case-by-case basis) PAC Meetings	-Educational Specialists -Migrant Counselor -MEP Tutors -District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis)	-Parent evaluations/feedback -Counselor Logs -Phone logs -Email documentation -Mail out list -PAC Sign-In Sheets -Tutor Logs
Provide services to PFS migrant students.			
▪ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	Year Round	-ESC Migrant Counselors -Educational Specialists -Recruiters -MEP Tutors	-ESC Migrant -Counselor logs -Recruiter logs -Tutor logs -TX-NGS Supplemental Count Report -PFS Progress Review Forms
▪ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Year Round	-ESC Migrant Counselor -Educational Specialists -Recruiters -MEP Tutors	-ESC Migrant -Counselor Logs -Recruiter Logs -Tutor Logs

		-District Designee	-TX-NGS Supplemental Count Report -PFS Progress Review Forms
▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Year Round	-Migrant Coordinator -Educational Specialists	-Completed Documentation for Supplemental Tutoring from each SSA district on file (or district version). -PFS Student Review Forms

Campus Improvement Plan

Castroville Elementary School

2021-2022

1000 Madrid

Castroville, TX 78009

State ID: 163908103

Mission

Castroville Elementary believes that all students have the abilities to reach success. The staff at Castroville Elementary will work to ensure that these students reach their greatest abilities and will become great contributors to our community.

Vision

Castroville Elementary will continue to work on building upon recent success in our academic areas of Reading, Math, Science, and Writing. The campus will strive to improve all core content areas in all grade levels. We will continue to strive to reach every student's potential both academically and emotionally and to motivate our students to be at school every day. With the support of all of our stakeholders, Castroville Elementary student's will be able to reach their fullest potential and be prepared for their next opportunity in life.

Description

Castroville Elementary School opened its doors in 1960 and serves 678 students in grades PK through 5. The student population is .59% African American, 50.59% Hispanic, 46.31% White, .44% American Indian, .44% Asian, 1.62% Two Or more Races, 54.7% Male, 45.2% Female. Castroville Elementary School serves 10.69% Special Education students, 55.3% Economically Disadvantaged students, 3.39% English Language Learners, 20.50% At-Risk students, 6.78% Gifted & Talented students. The overall mobility rate for the campus is 13.1%. The average attendance rate for students is 96%. The annual graduation rate is 100%.

Title I

Castroville Elementary is a Title I campus. We provide focused interventions for a large population of economically disadvantaged

Demographics

The campus needs to continue to provide support for all students including intervention as well as having a well-rounded curriculum that meets the needs of all students.

Student Achievement

The information indicated that the campus needs to continue to provide the appropriate resources and support for campus and district assessments. The intervention tutors should continue to be utilized to help student success.

School Culture and Climate

In reviewing the information, it was noted that the campus needs to provide more extracurricular activities for students and be able to maximize the time in the day for student success.

Staff Quality, Recruitment and Retention

It was determined that support for new teachers on campus is needed. The campus would also like to incorporate more incentives for staff members. The campus also feels that they should build upon the discipline management system that has been established.

Curriculum, Instruction and Assessment

It was determined that the campus needs to continue to provide staff development in all core content areas as well providing resources for staff members to enhance student learning. Interventions need to continue and encompassing all students in need.

Family and Community Engagement

It was noted that the campus has lots of positive parent interaction, but would like to continue to grow the communication between the school and families as well as continue to increase the involvement of all stakeholders with the campus events and provide materials/refreshments for the events taking place..

School Context and Organization

Overall the campus needs to continue to build upon positive interaction with parents as well as the safety of all stakeholders. The staff would like to continue to build upon various incentives for the students.

Technology

In reviewing the information it is determined that the campus needs to continue to upgrade technology to the campus and provide appropriate training as necessary.

Special Programs

Addressing Needs of Students At-Risk of Not Meeting State Standards

The campus leadership team monitors and addresses students who are at risk of not meeting state standards by reviewing trends and patterns on state and benchmark assessments, RTI documentation, and then providing academic support, i.e. after school/parent arranged tutoring.

CNA Process

Castroville Elementary meets in late Spring to assess student needs based on academic and educationally disadvantaged as well as assess our current campus climate and culture. In August and September, we review and finalize any strategies within the CIP to have ready for the school board to review in October.

Administrators

Ken Center	Prinipal
Katherine Perez	Vice Principal

Planning Committee

Member Name	Title
Ken Center	Principal

Planning Committee (continued)

Member Name	Title
Katherine Perez	Assistant Principal
Lynli Jones	Teacher
Sherry Tschirhart	Teacher
Laura Ortiz	Teacher
Kara Mumme	Teacher
Lisa Clark	Teacher
Kimberly Boehme	Teacher
Martha Compean	Teacher
Morgan Tondre	Counselor
DawnRae Groff	Special Ed Teacher
Adrianne Burris	Parent
Katie Solis	Parent
Jan Jones	Community Member
Jordan Crosby	Community Member
Courtney Stolte	Business Representative
Pennie Robertson	Business Representative

Comprehensive Needs Assessment

Demographics

Strengths

1 Students are provided additional interventions for students at-risk with the use of tutors.
2 Campus has a low student mobility rate.
3 Campus is very stable with low staff turn-over rate allowing for knowledge of students.

Needs

1 Campus will continue to provide more opportunities for all students to receive more intervention.
2 Campus needs to continue to provide a well rounded curriculum for all students.
3 Campus needs to continue to provide programs/information with a variety of resources to help with Economically Disadvantage and At-Risk students.

Summary

The campus needs to continue to provide support for all students including intervention as well as having a well-rounded curriculum that meets the needs of all students.

Data

Staff Demographics
Student Demographics
Skyward Data Mining
PEIMS Data Submission Report
OnData Suite

Student Achievement

Strengths

1. The campus utilizes an intervention program that including the use of focus groups, Reading and Math Specialist pull-out, Dyslexia intervention, and GT pull-out.
2. The campus provides before and after school tutoring for students.
3. The campus utilized the IXL program for Special Education students to track students data as well as providing more inclusive support in meeting their needs.

Needs

1. Campus needs to provide resources and support for appropriate assessments.
2. Campus needs to continue to utilize campus and district tutors/interventionists for student success.
3. Campus needs to continue to provide resources for staff to allow students to be successful.

Summary

The information indicated that the campus needs to continue to provide the appropriate resources and support for campus and district assessments. The intervention tutors should continue to be utilized to help student success.

Data

Campus-Based Assessments
Classroom Walkthrough Data
Curriculum-Based Assessments
District-Based Assessments
Formative Assessments
Promotion / Retention data
Response to Intervention tracking
Student Achievement Data

School Culture and Climate

Strengths

1. teachers and staff are committed to the well being of all students and the safety of all stakeholders.
2. The students feel that the teachers are present to help them learn and develop positive relationships.
3. teachers are providing rigorous and relevant instruction for the progress of all students.

Needs

1. Campus needs to be able to provide extracurricular activities for students and continue to build upon the academic UIL events.
2. Campus needs to continue to maximize time in the day to promote student success.

Summary

In reviewing the information, it was noted that the campus needs to provide more extracurricular activities for students and be able to maximize the time in the day for student success.

Data

Student Demographics

Climate Survey

Staff Quality, Recruitment and Retention

Strengths

1 Over 80% of the campus staff has over 6 years of experience which has led to a low turnover rate each year.

2 Class size ratio is small and a positive environment has been established by the staff.

Needs

1 Campus needs to build upon providing support for new teachers to campus.

2 Campus needs to continue to build upon teacher/staff incentives

3 Campus needs to continue to build upon the discipline management system.

Summary

It was determined that support for new teachers on campus is needed. The campus would also like to incorporate more incentives for staff members. The campus also feels that they should build upon the discipline management system that has been established.

Data

OnData Suite

Attendance Data

PEIMS Data Submission Report

Curriculum, Instruction and Assessment

Strengths

1. The campus utilizes various resources for intervention including reading specialist, math specialist, tutoring, Dyslexia pull out support, and a GT pull-out program.
2. The campus utilizes several academic areas of support including Accelerated Reader incentives, Daily 5, Fundamental 5, Enrichment Training with Depth of Complexity, TPRI, Haggerty interventions, as well as IXL for special education students.
3. The campus utilizes technology including computer labs, SeeSaw, Google Classrooms, View Sonic Boards, as well as other technology programs.

Needs

1. Campus would like to continue with staff development in multiple areas to support Reading, Math, Science, and Social Studies.
2. Campus needs to provide support/training on interventions/accommodations for students.
3. Campus needs to continue to provide intervention support for at-risk students.
4. Campus needs to utilize researched based interventions/support for students.

Summary

It was determined that the campus needs to continue to provide staff development in all core content areas as well providing resources for staff members to enhance student learning. Interventions need to continue and encompassing all students in need.

Data

Campus-Based Assessments
Classroom Walkthrough Data
Curriculum-Based Assessments
Discipline Data
District-Based Assessments
Formative Assessments
Promotion / Retention data
Response to Intervention tracking
STAAR / EOC Results
TAPR
Skyward Data Mining

Family and Community Engagement

Strengths

1 The campus offers opportunities for the community to observe the various plays that they grade levels put on throughout the school year.

2 Various forms of communication have been utilized from all staff to keep parents and community involved.

Needs

1 Campus needs to continue to offer more technology training for teachers and staff

2 Campus needs to continue to build capacity by offering various opportunities for parents/families/community to be involved.

3 Campus needs to create opportunities for parents, teachers, and staff to make a positive social/academic impact on students.

4 Campus needs to continue to provide refreshments and snacks and purchase necessary materials for trainings and events.

Summary

It was noted that the campus has lots of positive parent interaction, but would like to continue to grow the communication between the school and families as well as continue to increase the involvement of all stakeholders with the campus events and provide materials/refreshments for the events taking place..

Data

Student Demographics

Climate Survey

School Context and Organization

Strengths

1 Various forms of communication were utilized from the campus to all stakeholders.
2 Safety protocols have been established by the campus/district.

Needs

1 Campus needs to continue to address campus safety.
2 Campus needs to build upon positive parent involvement through various technological communication method.
3 Campus needs to provide various incentive for students.

Summary

Overall the campus needs to continue to build upon positive interaction with parents as well as the safety of all stakeholders. The staff would like to continue to build upon various incentives for the students.

Data

Climate Survey

Technology

Strengths

1 The utilization of the camera security surveillance system.

2 Various devices for students to utilize including Chromebooks, Laptops, Kindles, Nabi's, and desktop computers.

4 Access to Google Apps to help engage learners.

Needs

1 Campus needs to continue with technology updates around campus to better serve our students.

2 Campus needs to continue to provide staff development on technology for staff.

Summary

In reviewing the information it is determined that the campus needs to continue to upgrade technology to the campus and provide appropriate training as necessary.

Data

Climate Survey

Priority Needs

A: Demographics

- A1 Campus will continue to provide more opportunities for all students to receive more intervention.
- A2 Campus needs to continue to provide a well rounded curriculum for all students.
- A3 Campus needs to continue to provide programs/information with a variety of resources to help with Economically Disadvantage and At-Risk students.

B: Student Achievement

- B1 Campus needs to provide resources and support for appropriate assessments.
- B2 Campus needs to continue to utilize campus and district tutors/interventionists for student success.
- B3 Campus needs to continue to provide resources for staff to allow students to be successful.

C: School Culture and Climate

- C1 Campus needs to be able to provide extracurricular activities for students and continue to build upon the academic UIL events.
- C2 Campus needs to continue to maximize time in the day to promote student success.

D: Staff Quality, Recruitment and Retention

- D1 Campus needs to build upon providing support for new teachers to campus.
- D2 Campus needs to continue to build upon teacher/staff incentives

E: Curriculum, Instruction and Assessment

- E1 Campus would like to continue with staff development in multiple areas to support Reading, Math, Science, and Social Studies.
- E2 Campus needs to provide support/training on interventions/accommodations for students.
- E3 Campus needs to continue to provide intervention support for at-risk students.
- E4 Campus needs to utilize researched based interventions/support for students.

F: Family and Community Engagement

- F1 Campus needs to continue to offer more technology training for teachers and staff
- F2 Campus needs to continue to build capacity by offering various opportunities for parents/families/community to be involved.
- F3 Campus needs to create opportunities for parents, teachers, and staff to make a positive social/academic impact on students.
- F4 Campus needs to continue to provide refreshments and snacks and purchase necessary materials for trainings and events.

G: School Context and Organization

- G1 Campus needs to continue to address campus safety.
- G2 Campus needs to build upon positive parent involvement through various technological communication method.
- G3 Campus needs to provide various incentive for students.

H: Technology

- H1 Campus needs to continue with technology updates around campus to better serve our students.
- H2 Campus needs to continue to provide staff development on technology for staff.

Goals

Goal #1: Castroville Elementary will provide academic opportunities, supports, and incentives that will enhance the learning opportunities for all students.

MVISD Strategic Plan Goal(s) Addressed by Goal 1

Growth: Takes a proactive role in planning for our rapidly growing population

Funding: Ensures proper allocation of funds to support all areas of the district.

Class/Course Offerings: Provides a variety of academic and extracurricular activities that promote well-rounded, career-minded students.

Legislative: Exceeds federal/state/local legislative requirements to develop an educational journey for each student's interests and success.

Staffing: Recruits and retains quality staff while offering professional development and leadership opportunities.

Goal #2: Castroville Elementary will provide professional development opportunities and appropriate resources for all stakeholders to enhance the learning of all students.

MVISD Strategic Plan Goal(s) Addressed by Goal 2

Funding: Ensures proper allocation of funds to support all areas of the district.

Staffing: Recruits and retains quality staff while offering professional development and leadership opportunities.

Communication/Involvement: Fosters an environment of parental and community involvement through open communication.

Legislative: Exceeds federal/state/local legislative requirements to develop an educational journey for each student's interests and success.

Goal #3: Castroville Elementary will provide appropriate and reliable technology for students and staff.

MVISD Strategic Plan Goal(s) Addressed by Goal 3

Funding: Ensures proper allocation of funds to support all areas of the district.

Class/Course Offerings: Provides a variety of academic and extracurricular activities that promote well-rounded, career-minded students.

Technology: Provides relevant and reliable technology for staff, students, and guests

Facilities/Infrastructure: Provides and maintains appropriate facilities for district programs.

Goal #4: Castroville Elementary will provide open communication and involvement with parents and community.

MVISD Strategic Plan Goal(s) Addressed by Goal 4

Funding: Ensures proper allocation of funds to support all areas of the district.

Communication/Involvement: Fosters an environment of parental and community involvement through open communication.

Technology: Provides relevant and reliable technology for staff, students, and guests

Goal #5: Castroville Elementary will provide a safe environment for all stakeholders while on campus.

MVISD Strategic Plan Goal(s) Addressed by Goal 5

Funding: Ensures proper allocation of funds to support all areas of the district.

Communication/Involvement: Fosters an environment of parental and community involvement through open communication.

Technology: Provides relevant and reliable technology for staff, students, and guests

Facilities/Infrastructure: Provides and maintains appropriate facilities for district programs.

Actions

Goal #1: Castroville Elementary will provide academic opportunities, supports, and incentives that will enhance the learning opportunities for all students.

Objective #1: To provide academic support, resources, and incentives for all students in order for students to show growth.

1	**Action:** Master Schedule will be developed to include intervention time were tutors can work with at-risk students in grades K-5. [Critical Success Factors [Critical Success Factors 1, 2, 4]] **Needs:** A1; A3; B2; E3; E4; [Title I Components CNA, CIP]	**Person(s) Responsible:** Principal, Vice Principal, Reading Specialist, Math Specialist, Dyslexia Specialist, Teachers.	**Funding/FTEs:** Local Funds; Title I, Part A Funds $2,000.00; Title I, Part C-Migrant; Title III, Part A Funds; Tx Educ for Children Homeless Youth; Local Funds; Title I, Part A Funds; PTA Funds
	Evidence of Implementation: Tutoring Logs, Student sign-in logs	**Ongoing Evaluation Method:** Common Assessments, Istation, Benchmarks, STAAR, Haggert, IXL	**Final Evaluation Method:** STAAR, Benchmarks, EOY Assessments
	Timeline: 9/4/2021 - 5/31/2022 (Daily)		

2	**Action:** Castroville Elementary will increase student achievement through a variety of resources. [Critical Success Factors [Critical Success Factors 1, 2, 4]] **Needs:** A1; A2; A3; B1; B2; B3; E2; E3; E4; H1;	**Person(s) Responsible:** Principal, Vice Principal, Math Specialist, Reading Specialist, Special Ed Teachers, Teachers, PK aide.	**Funding/FTEs:** Local Funds; Special Ed Funds; Title I, Part A Funds; State Comp Ed Funds $16,000.00; Title III, Part A Funds
	Evidence of Implementation: Frequency of usage reports	**Ongoing Evaluation Method:** Common Assessments, Benchmarks, Data from specific programs utilized	**Final Evaluation Method:** STAAR, Benchmarks, Data from specific programs utilized
	Timeline: 8/27/2021 - 6/7/2022 (Daily)		**Resources:** Envision, Istation, Lone Star Learning, Education Galaxy, ESGI, Xtra Math, Intervention tutors, Countdown to STAAR Reading and Math, Reading Specialist, Math Specialist, Education Galaxy, PK Instructional Screener, GT Instructional Specialist, Dyslexia Specialist.;

3	**Action:** A 3-tier process will be utilized to monitor student progress including programs, interventions, and timelines form expected outcomes. Documentation of goals, strategies, and outcomes for movement between tiers will be documented through the MTSS process and data meetings. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4]] **Needs:** B3; E2; E3; E4; G2;	**Person(s) Responsible:** Principal, Vice Principal, Math Specialist, Reading Specialist, Dyslexia Specialist, Teachers.	**Funding/FTEs:** Local Funds; Title I, Part A Funds
	Evidence of Implementation: Teachers will provide documentation of interventions for each student.	**Ongoing Evaluation Method:** Common assessments each six-weeks. Other data can be provided to document progress.	**Final Evaluation Method:** STAAR, Benchmarks, End-of-year Assessments, Istation.
	Timeline: 8/27/2021 - 6/7/2022 (Every 6 weeks)		

4	**Action:** Writing will be a focus with specific strategies being utilized from various programs including but not limited to Trail of Breadcrumbs. [Critical Success Factors [Critical Success Factors 1, 2]] **Needs:** A2; B1; B3; E1; E2;	**Person(s) Responsible:** Principal, Vice Principal, Reading Specialist, Special Ed Teachers, Teachers, PK aide.	**Funding/FTEs:** Local Funds; Special Ed Funds; Title I, Part A Funds
	Evidence of Implementation: Students progress throughout the school year.	**Ongoing Evaluation Method:** Common assessments, Benchmarks, Reports from intervention tutors.	**Final Evaluation Method:** Writing folders/Assignments, STAAR.
	Timeline: 9/4/2021 - 5/31/2022 (Daily)		**Resources:** Istation, Intervention Tutors, Reading Specialist, Dyslexia Specialist.;

5	**Action:** Continue to fund for a campus Math Specialist, reading specialist, parent/family engagement coordinator, and pre-k aide [Critical Success Factors [Critical Success Factors 1, 2, 4, 5, 6]] **Needs:** A1; A2; A3; B1; B2; E3; F2; F3; F4; G2; [Title I Components Evaluation]	**Person(s) Responsible:** Campus administration	**Funding/FTEs:** Local Funds; Title I, Part A Funds $139,000.00; 2.88 FTEs; Title IV, Part A Funds $7,200.00; 1.00 FTEs; State Comp Ed Funds $105,000.00; 2.00 FTEs
	Evidence of Implementation: Teacher/staff evaluations; student academic improvement	**Ongoing Evaluation Method:** Campus admin periodic meetings	**Final Evaluation Method:** Teacher/staff evaluations; student academic improvement
	Timeline: 7/1/2021 - 7/1/2022 (Annually)		**Resources:** CNA, CIP, and job description;

6	**Action:** Provide supplies and other instructional-related materials to support students as identified via the McKinney-Vento program. [Critical Success Factors [Critical Success Factors 1, 6]] **Needs:** A1; A3; F2; F3; F4;	**Person(s) Responsible:** Campus Admin, Counselor, social worker, and McKinney Vento Liaison	**Funding/FTEs:** Tx Educ for Children Homeless Youth $500.00; 1.00 FTEs; Title I, Part A Funds $350.00
	Evidence of Implementation: needs list and signed receipts of materials received	**Ongoing Evaluation Method:** every 3 weeks McKinney Vento liaison monitors students	**Final Evaluation Method:** survey
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		

7	**Action:** Provide various incentives for students in regards to attendance and academic growth throughout the school year. [Critical Success Factors [Critical Success Factors 1, 4, 6]] **Needs:** B3; C2; D2; G2; G3;	**Person(s) Responsible:** Principal, Vice Principal, Counselor, Math Specialist, Reading Specialist, Special Ed Teachers, Teachers, PK aide.	**Funding/FTEs:** Local Funds $1,000.00; Title I, Part A Funds
	Evidence of Implementation: Attendance reports and academic growth reports.	**Ongoing Evaluation Method:** Attendance reports and academic growth reports.	**Final Evaluation Method:** Attendance report and EOY academic reports.
	Timeline: 7/1/2021 - 7/1/2022 (Every 6 weeks)		**Resources:** Various prizes for students that meet the expectations.;

8	**Action:** Student incentives will be utilized to help motivate and build students self-worth which include the following but are not limited too: attendance, character trait of month, [Critical Success Factors [Critical Success Factors 5, 6]] **Needs:** B3; C2; F3; G2; G3; [Title I Components CNA, CIP]	**Person(s) Responsible:** Principal, Vice Principal, Reading Specialist, Math Specialist, Dyslexia Specialist, Teachers.	**Funding/FTEs:**
	Evidence of Implementation: Student logs/records of students and teacher nominations.	**Ongoing Evaluation Method:** Student logs/records of students and teacher nominations.	**Final Evaluation Method:** Student logs/records of students and teacher nominations.
	Timeline: 8/17/2021 - 5/31/2022 (Daily)		**Resources:** Materials/prizes for students.;

Goal #1: Castroville Elementary will provide academic opportunities, supports, and incentives that will enhance the learning opportunities for all students.

Objective #2: Provide an increase in enrichment opportunities for students.

1	**Action:** UIL academic opportunities will be offered with a competition amongst the Elementary campuses for grades 2-5. [Critical Success Factors [Critical Success Factors 1, 5, 6, 7]] **Needs:** A2; A3; C1;	**Person(s) Responsible:** Principal, Vice Principal, Teachers.	**Funding/FTEs:** Local Funds; Title I, Part A Funds
	Evidence of Implementation: Student participation	**Ongoing Evaluation Method:** student participation, observation, student/teacher/parent feedback.	**Final Evaluation Method:** Student participation.
	Timeline: 9/4/2021 - 12/15/2022 (Weekly)		

2	**Action:** Fine Arts teacher will organize a 5th grade Honor Choir for students to participate in and provide performances for the campus and community. [Critical Success Factors [Critical Success Factors 5, 6]] **Needs:** A3; C1;	**Person(s) Responsible:** Principal, Vice Principal, Fine Arts teacher.	**Funding/FTEs:** Local Funds; Title I, Part A Funds
	Evidence of Implementation: Student participation and community involvement.	**Ongoing Evaluation Method:** Student participation and community involvement.	**Final Evaluation Method:** Student participation and community involvement.
	Timeline: 9/10/2021 - 5/31/2022 (Daily)		

3	**Action:** Various clubs will be offered to students after school to enhance their learning opportunities including but not limited to: Coding Club, Student Council, Book Club [Critical Success Factors [Critical Success Factors 1, 3]] **Needs:** C1;	**Person(s) Responsible:** Principal, Vice Principal, Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Student participation.	**Ongoing Evaluation Method:** Monitoring of student participation, student observations.	**Final Evaluation Method:** Surveys of student/parent participation.
	Timeline: 8/27/2021 - 6/6/2022 (Daily)		**Resources:** Supplies needed for clubs.;

4	**Action:** College and careers will be explored through various avenues including but not limited to: Designated college spirit days, classroom room counselor visits, and classroom teacher discussions. [Critical Success Factors [Critical Success Factors 1, 5, 6]] **Needs:** A2; A3; F2; [Title I Components Evaluation]	**Person(s) Responsible:** Counselor, Principal, Vice-Principal, Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Student/parent participation.	**Ongoing Evaluation Method:** Monitoring of student interaction/engagement.	**Final Evaluation Method:** Survey information submitted by parents, faculty, and students.
	Timeline: 9/1/2021 - 6/3/2022 (Weekly)		**Resources:** Announcements, presentations to students/parents;

Goal #2: Castroville Elementary will provide professional development opportunities and appropriate resources for all stakeholders to enhance the learning of all students.

Objective #1: To provide and encourage staff members with professional development opportunities to enhance their learning as well as providing support for new teachers.

1	**Action:** Teachers will receive various forms of staff development on any and all technology devices throughout the school year. [Critical Success Factors [Critical Success Factors 1, 7]] **Needs:** D1; E1; H2;	**Person(s) Responsible:** Principal, Vice Principal, Math Specialists, Reading Specialist, Dyslexia Specialist, Teachers	**Funding/FTEs:** Local Funds; Title I, Part A Funds; Title II, Part A Funds; Local Funds
	Evidence of Implementation: Sign-in Sheets	**Ongoing Evaluation Method:** Sign-in sheets, observations.	**Final Evaluation Method:** Observations
	Timeline: 8/13/2021 - 6/7/2022 (As Needed)		

2	**Action:** Staff development will be provided for core content through various avenues. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 7]] **Needs:** A2; B1; B3; E1; E2; E4; F1; H2;	**Person(s) Responsible:** Principal, Vice Principal, Math Specialist, Reading Specialist, Special Ed Teachers, Teachers, PK aide, Social Worker.	**Funding/FTEs:** Local Funds; Special Ed Funds; Title I, Part A Funds; Title II, Part A Funds $2,000.00
	Evidence of Implementation: Documentation of sign-in sheets/certifications.	**Ongoing Evaluation Method:** Sign-in sheets, observations, teachers feedback.	**Final Evaluation Method:** Documentation of training certificates, student progress.
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		**Resources:** web casts, on-line webinars, peer training, workshops at Education Service Center, DVD's.;

3	**Action:** Provide various forms of training for the various technological devices. [Critical Success Factors [Critical Success Factors 1, 4, 7]] **Needs:** F1; H2;	**Person(s) Responsible:** Principal, Vice Principal, Teachers	**Funding/FTEs:** Local Funds; Title I, Part A Funds; Title II, Part A Funds
	Evidence of Implementation: Teacher/student usage.	**Ongoing Evaluation Method:** Sign-in sheets, observations.	**Final Evaluation Method:** Documentation of sign-in sheets.
	Timeline: 8/13/2021 - 6/7/2022 (As Needed)		**Resources:** Kindles, Mimio's, Laptops, Google Classroom;

4	**Action:** Provide support for new teachers to campus by assigning a mentor teacher and having meetings with new staff throughout the school year. [Critical Success Factors [Critical Success Factors 3, 6, 7]] **Needs:** D1; D2;	**Person(s) Responsible:** Principal, Vice Principal, Counselor, Math Specialists, Reading Specialist, Dyslexia Specialist, Teachers	**Funding/FTEs:** Local Funds $500.00
	Evidence of Implementation: Meeting logs.	**Ongoing Evaluation Method:** Meeting logs.	**Final Evaluation Method:** Final survey from new teachers and mentors.
	Timeline: 7/1/2021 - 7/1/2022 (Monthly)		**Resources:** Materials/refreshments for meetings.;

Goal #2: Castroville Elementary will provide professional development opportunities and appropriate resources for all stakeholders to enhance the learning of all students.

Objective #2: To increase the various types of meaningful academic resources and supports to facilitate an increase in student growth and meet the needs of the whole student.

1	**Action:** Teachers will continue with the implementation of Daily 5 Reading and Math campus wide. Training and resources will be provided to the teachers. [Critical Success Factors [Critical Success Factors 1, 2, 4, 7]] **Needs:** A2; A3; B1; B3; D1; E1; E2;	**Person(s) Responsible:** Principal, Vice Principal, Math Specialist, Reading Specialist, Teachers	**Funding/FTEs:** Local Funds; Title I, Part A Funds; Title II, Part A Funds
	Evidence of Implementation: Frequency of student use, observations.	**Ongoing Evaluation Method:** Common Assessments, STAR	**Final Evaluation Method:** STAAR, Benchmarks, End-of-year assessments, STAR.
	Timeline: 8/27/2021 - 5/31/2022 (Daily)		**Resources:** Daily 5;
2	**Action:** Teachers will implement the Year at a Glance Scope and Sequence, Curriculum Maps, and frameworks for all core subjects such as the TEKS Resource System. [Critical Success Factors [Critical Success Factors 1, 2, 3]] **Needs:** A2; A3; B1; B3; E1; E2; E4;	**Person(s) Responsible:** Principal, Vice Principal, Teachers, Special Ed Teachers.	**Funding/FTEs:** Local Funds; Title I, Part A Funds $3,521.00
	Evidence of Implementation: Lesson Plans, Benchmark data	**Ongoing Evaluation Method:** Common Assessments, Benchmark data	**Final Evaluation Method:** STAAR assessment data.
	Timeline: 8/27/2021 - 6/7/2022 (Daily)		
3	**Action:** Teachers will help to monitor and increase student achievement through a variety of resources including but not limited to the following: Envision, Istation, Intervention tutors, Countdown to STAAR, Reading Specialist, Math Specialist, Dyslexia Specialist, Education Galaxy. [Critical Success Factors [Critical Success Factors 1, 2, 4, 7]] **Needs:** A1; A2; A3; B1; B3; E1; E2; E4;	**Person(s) Responsible:** Principal, Vice Principal, Math Specialist, Reading Specialist, Teachers, Special Ed Teachers, PK aide, Dyslexia Specialist.	**Funding/FTEs:** Local Funds; Special Ed Funds; Title I, Part A Funds
	Evidence of Implementation: Usage reports from programs.	**Ongoing Evaluation Method:** Data reports from the various programs.	**Final Evaluation Method:** Data reports from the various programs, common assessments, benchmarks, STAAR
	Timeline: 8/27/2021 - 6/7/2022 (Daily)		

4	**Action:** The RTI process will continue to be identified, strengthened, and presented to all campus staff to include programs, interventions, and timelines for expected outcomes. Documentation of goals, strategies, and outcomes for movement between tiers will be documented in the RTI process. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4]] **Needs:** B2; B3; E2; E3; E4; G2;	**Person(s) Responsible:** Principal, Vice Principal, Math Specialist, Reading Specialist, Teachers, Special Ed. Teachers, Counselor.	**Funding/FTEs:** Local Funds; Title I, Part A Funds
	Evidence of Implementation: RTI Documentation, pensive notebooks, BOY/MOY/EOY assessments, Benchmarks, common assessments, STAAR.	**Ongoing Evaluation Method:** Monthly RTI meetings with documentation, data meetings.	**Final Evaluation Method:** RTI Documentation, pensive notebooks, BOY/MOY/EOY assessments, Benchmarks, common assessments, STAAR.
	Timeline: 8/27/2021 - 6/7/2022 (Daily)		

5	**Action:** Provide incentives to student to help their self-worth and motivation. Incentive activities including the following but are not limited too: attendance, panther champion, character trait of month. [Critical Success Factors [Critical Success Factors 6]] **Needs:** F3; G3; [Title I Components CNA]	**Person(s) Responsible:** Principal, Vice Principal, Reading Specialist, Math Specialist, Dyslexia Specialist, Teachers.	**Funding/FTEs:** Local Funds; Title I, Part A Funds; PTA Funds
	Evidence of Implementation: Log of students awarded as well as attendance reports.	**Ongoing Evaluation Method:** Log of students awarded as well as attendance reports.	**Final Evaluation Method:** Log of students awarded as well as attendance reports.
	Timeline: 8/17/2021 - 5/31/2022 (Every 6 weeks)		**Resources:** Prizes/awards for student incentives.;

Goal #3: Castroville Elementary will provide appropriate and reliable technology for students and staff.

Objective #1: Technology resources will be provided to help enhance students exposure and learning.

1	**Action:** Technology integration will be required and monitored through walkthroughs and observations of teacher/student. [Critical Success Factors [Critical Success Factors 1, 4]] **Needs:** H1; H2;	**Person(s) Responsible:** Principal, Vice Principal, Math Specialist, Reading Specialist, Special Ed Teachers, Teachers, PK aide.	**Funding/FTEs:** Local Funds; Title I, Part A Funds
	Evidence of Implementation: Lesson plans and observations.	**Ongoing Evaluation Method:** Lesson plans and observation.	**Final Evaluation Method:** campus surveys and documentation of teacher/student use.
	Timeline: 8/27/2021 - 6/7/2022 (Daily)		**Resources:** Computers for individualized learning, document camera's, mimios, interactive tablets, student response systems, video conferencing equipment, infocus projectors, Kindles, Laptops, View Sonic Boards.;

2	**Action:** Various forms of technology will be provided and offered to students in the form of programs and resources to utilize to enhance their education. [Critical Success Factors [Critical Success Factors 1, 2, 3, 7]] **Needs:** A3; B3; E3; H1; H2; [Title I Components CNA, CIP]	**Person(s) Responsible:** Principal, Vice Principal, Math Specialist, Reading Specialist, Special Ed Teachers, Teachers, PK aide, Social Worker.	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Special Ed Funds; Title I, Part A Funds; PTA Funds
	Evidence of Implementation: Logs of student use, Assessment data, Student/Staff surveys.	**Ongoing Evaluation Method:** Logs of student use, Assessment data, Student/Staff surveys.	**Final Evaluation Method:** Logs of student use, Assessment data, Student/Staff surveys.
	Timeline: 8/17/2021 - 5/31/2022 (Daily)		**Resources:** Google Classroom, Educations Galaxy, Envision, IXL, Haggerty, Istation,;

Goal #3: Castroville Elementary will provide appropriate and reliable technology for students and staff.

Objective #2: Technology resources for students and staff will be monitored and inegrated to help increase upon students academic knowledge.

1	**Action:** Students will have various forms of technology to use in the classroom. [Critical Success Factors [Critical Success Factors 1, 2, 4]] **Needs:** H1;	**Person(s) Responsible:** Principal, Vice Principal, Special Ed Teachers, Teachers.	**Funding/FTEs:** Local Funds; Special Ed Funds; Title I, Part A Funds
	Evidence of Implementation: Walkthrough documentation.	**Ongoing Evaluation Method:** Observations	**Final Evaluation Method:** Student progress academically and frequency of usage.
	Timeline: 8/17/2021 - 5/31/2022 (Daily)		**Resources:** Mimio's, Kindles, Ipads, Laptops, Computers, Chromebooks, View Sonic Boards, Student response systems.;

2	**Action:** Technology integration will be required and monitored through walkthroughs and observations of teacher/student use including but not limited to the following: computers, document cameras, Mimios, interactive tablets, student response systems, Kindles, Chromebooks, laptops [Critical Success Factors [Critical Success Factors 1, 2, 4]] **Needs:** H1; H2;	**Person(s) Responsible:** Principal, Vice Principal, Counselor, Teachers, Special Ed Teachers, Reading Specialist, Math Specialist.	**Funding/FTEs:** Local Funds; Special Ed Funds; Title I, Part A Funds
	Evidence of Implementation: Observations through walkthroughs.	**Ongoing Evaluation Method:** Observations through walkthroughs.	**Final Evaluation Method:** Campus surveys.
	Timeline: 8/17/2021 - 5/31/2022 (Daily)		

Goal #4: Castroville Elementary will provide open communication and involvement with parents and community.

Objective #1: To increase Parental involvement opportunities and participation through a variety of events.

1	**Action:** Opportunities will be provided for parents to participate through various avenues including but not limited too: virtually, drive-throughs [Critical Success Factors [Critical Success Factors 5, 6]] **Needs:** F2; [Title I Components Evaluation]	**Person(s) Responsible:** Principal, Vice Principal, Counselor, Teachers.	**Funding/FTEs:** Local Funds; Title I, Part A Funds $800.00
	Evidence of Implementation: Volunteer participation and reports from Raptor system.	**Ongoing Evaluation Method:** Monitoring of volunteer participation.	**Final Evaluation Method:** Volunteer participation, sign-in sheets, and reports from Raptor System.
	Timeline: 8/27/2021 - 6/7/2022 (Daily)		

Goal #4: Castroville Elementary will provide open communication and involvement with parents and community.

Objective #2: To increase the levels and frequency of Communication through various methods for all stakeholders.

1	**Action:** The campus website will be updated regularly to help inform parents of the various activities occurring on campus. [Critical Success Factors [Critical Success Factors 3, 5, 6]] **Needs:** F1; F2; G1;	**Person(s) Responsible:** Principal, Vice Principal, Counselor, Teachers, Headstart Teachers, Special Ed Teachers.	**Funding/FTEs:** Local Funds; Title I, Part A Funds
	Evidence of Implementation: Observations of the website being updated on a weekly basis.	**Ongoing Evaluation Method:** Observations/feedback from community/parents.	**Final Evaluation Method:** Parent surveys.
	Timeline: 8/27/2021 - 6/7/2022 (Weekly)		

2	**Action:** Teachers will provide information to appropriate staff members to update the campus website in a timely manner. [Critical Success Factors [Critical Success Factors 5, 6]] **Needs:** E2; H2;	**Person(s) Responsible:** Principal, Vice Principal, Counselor, Reading Specialist, Teachers	**Funding/FTEs:** Local Funds; Title I, Part A Funds
	Evidence of Implementation: Documentation of information shared to be placed on campus website.	**Ongoing Evaluation Method:** Monitoring/observation of the campus website.	**Final Evaluation Method:** Surveys/feedback from all stakeholders.
	Timeline: 8/27/2021 - 6/7/2022 (Weekly)		

3	**Action:** The campus will communicate to all stakeholders through various methods including but not limited to email, newsletters, social media, campus website, remind. [Critical Success Factors [Critical Success Factors 5, 6]] **Needs:** F1; H2; [Title I Components Evaluation]	**Person(s) Responsible:** Principal, Vice Principal, Counselor, Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Information being sent out on a consistent basis.	**Ongoing Evaluation Method:** Monitoring of usage.	**Final Evaluation Method:** Parent/student/teacher surveys.
	Timeline: 8/27/2021 - 5/7/2022 (Weekly)		**Resources:** Technology;

Goal #4: Castroville Elementary will provide open communication and involvement with parents and community.

Objective #3: To provide various opportunities for community partnerships to enhance the overall education of the students.

1	**Action:** Students will participate in various opportunities to help the community including but not limited to the following: Sock drive for Castroville Rehabilitation Center, Box Tops, Jump rope for Heart, Medina County food pantry. [Critical Success Factors [Critical Success Factors 3, 5, 6]] **Needs:** A4; F2;	**Person(s) Responsible:** Principal, Vice Principal, Counselor, Teachers.	**Funding/FTEs:** Local Funds; Title I, Part A Funds
	Evidence of Implementation: Monitoring of community service activities	**Ongoing Evaluation Method:** Monitoring of community service activities	**Final Evaluation Method:** Monitoring of community service activities
	Timeline: 8/27/2021 - 6/7/2022 (Monthly)		

2	**Action:** Students will have various performances and invite members of the community to attend including grade level performances, Choir performances, and GT showcase that may be conducted virtually. [Critical Success Factors [Critical Success Factors 3, 5, 6]] **Needs:** A2; A4;	**Person(s) Responsible:** Principal, Vice Principal, Counselor, Teachers, Special Ed. Teachers.	**Funding/FTEs:** Local Funds; Title I, Part A Funds; PTA Funds
	Evidence of Implementation: Observation of community participation.	**Ongoing Evaluation Method:** Observation of community participation.	**Final Evaluation Method:** Observation of community participation.
	Timeline: 8/27/2021 - 6/7/2022 (Monthly)		

3	**Action:** Partnerships with community and business members including but not limited to: Castroville Public Library, DWAC and CPOC representatives, PTO, Guest speakers, STEM fair, local companies with donation of school supplies, Landmark Inn. [Critical Success Factors [Critical Success Factors 3, 5, 6]] **Needs:** F2;	**Person(s) Responsible:** Principal, Vice Principal, Counselor, Teachers	**Funding/FTEs:** Local Funds; Title I, Part A Funds; PTA Funds
	Evidence of Implementation: Documented list of participants and partnerships.	**Ongoing Evaluation Method:** Documented list of participants and partnerships.	**Final Evaluation Method:** Documented list of participants and partnerships.
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		

4	**Action:** Castroville Elementary conducts a Comprehensive Needs Assessment in late spring to prepare a Comprehensive Schoolwide Plan to implement programs, activities, and procedures for the involvement of parents and family members. [Critical Success Factors [Critical Success Factors 5, 6]] **Needs:** F1; [Title I Components CNA, CIP, Evaluation]	**Person(s) Responsible:** Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Agenda, minutes, sign-in sheets and CNA/CIP final copy	**Ongoing Evaluation Method:** Create a calendar and prioritize the calendar of events.	**Final Evaluation Method:** CIP will be revisited annually, analyzed and updated as data show needs
	Timeline: 7/1/2021 - 7/1/2022 (As Needed)		**Resources:** PEIMS reports, OnSuite reports, TAPR, Federal Report Card, PBMAS, and other Skyward data mining reports as needed.;

Goal #5: Castroville Elementary will provide a safe environment for all stakeholders while on campus.

Objective #1: To monitor and provide appropriate security measures to ensure that safety of all stakeholders.

1	**Action:** Scheduled safety drills will be held to promote student and staff awareness and safety. Drills will include fire, lockdown, severe weather, site evacuation, Headstart Bus evacuation. [Critical Success Factors [Critical Success Factors 6]] **Needs:** G1; [Title I Components CNA, CIP]	**Person(s) Responsible:** Principal, Vice Principal, Counselor, Social Worker, Teachers, Special Ed Teachers, PK Teachers, PK aide, Reading Specialist, Math Specialist.	**Funding/FTEs:** Title I, Part A Funds
	Evidence of Implementation: Documentation of Drills.	**Ongoing Evaluation Method:** Documentation of drills and campus safety meetings.	**Final Evaluation Method:** Documentation of Drills as well as follow-up campus safety meetings.
	Timeline: 8/27/2021 - 5/31/2022 (Monthly)		**Resources:** Texas School Safety Center resources and guides, I Love You Guys foundation.;

2	**Action:** The Crisis Management Plan will be updates with current staff members and all staff members will be trained in the plan. [Critical Success Factors [Critical Success Factors 6]] **Needs:** G1;	**Person(s) Responsible:** Principal, Academic Coordinator, Counselor, Social Worker, Teachers, Special Ed Teachers, Headstart Teachers, PK teachers, PK aide.	**Funding/FTEs:** Local Funds; Special Ed Funds; Title I, Part A Funds
	Evidence of Implementation: Updated plan with documentation of training's.	**Ongoing Evaluation Method:** Practice of drills.	**Final Evaluation Method:** Safety meeting at end of school year.
	Timeline: 8/16/2021 - 5/31/2022 (As Needed)		

3	**Action:** A hand-held radio will be located in every building to ensure communication in the event of an emergency or intercom system malfunction. [Critical Success Factors [Critical Success Factors 6]] **Needs:** G1;	**Person(s) Responsible:** Principal, Vice Principal, Counselor	**Funding/FTEs:** Local Funds
	Evidence of Implementation: A radio is present in each building.	**Ongoing Evaluation Method:** Monitoring of building radio's monthly.	**Final Evaluation Method:** Ensuring that all radio's are present and working properly.
	Timeline: 8/27/2021 - 6/7/2022 (Daily)		

Goal #5: Castroville Elementary will provide a safe environment for all stakeholders while on campus.

Objective #2: The campus will work to increase upon the culture of pride, positive behavior, and citizenship amongst all stakeholders through various events and incentives.

1	**Action:** Campus will promote campus and patriotic pride through various programs and activities including but not limited to: Panther drawings, character trait nominee's for each month, classroom competitions for behavior during lunch. [Critical Success Factors [Critical Success Factors 1, 6]] **Needs:** B3; C1;	**Person(s) Responsible:** Principal, Academic Coordinator, Reading Specialist, Special Ed Teachers, Teachers, PK aide, Counselor, Social Worker.	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Student participation, student nominee lists.	**Ongoing Evaluation Method:** Student participation, student nominee lists.	**Final Evaluation Method:** Student participation and nominee lists.
	Timeline: 8/27/2021 - 6/7/2022 (Daily)		

2	**Action:** Castroville Elementary will provide various forms of student motivation for attendance with various activities and rewards. [Critical Success Factors [Critical Success Factors 1, 4, 6]] **Needs:** B3; C1;	**Person(s) Responsible:** Principal, Academic Coordinator, Reading Specialist, Special Ed Teachers, Teachers, PK aide, Counselor, Social Worker.	**Funding/FTEs:** Local Funds; PTA Funds
	Evidence of Implementation: Weekly attendance reports.	**Ongoing Evaluation Method:** Weekly attendance reports.	**Final Evaluation Method:** Final attendance report.
	Timeline: 9/4/2021 - 6/7/2022 (Weekly)		

3	**Action:** Proactive steps will be taken to prevent bullying. [Critical Success Factors [Critical Success Factors 6]] **Needs:** G1;	**Person(s) Responsible:** Principal, Academic Coordinator, Reading Specialist, Special Ed Teachers, Teachers, PK aide, Counselor, Social Worker.	**Funding/FTEs:** Local Funds; State Comp Ed Funds 1 FTEs
	Evidence of Implementation: student nominee list, playing of "Character Network" during morning announcements.	**Ongoing Evaluation Method:** Student nominee's, number of discipline referrals	**Final Evaluation Method:** Student nominee's, number of discipline referrals
	Timeline: 8/27/2021 - 6/7/2022 (Daily)		**Resources:** Counseling during classroom lessons, Monthly recognition of students demonstrating specific character traits, Panther Champion nominations.;

4	**Action:** Character building programs will be installed throughout the school year. Students will receive nominations for positive deeds and will be entered into drawings. Teachers will reinforce good character traits throughout the school year. [Critical Success Factors [Critical Success Factors 3, 6]] **Needs:** B3; C1; [Title I Components CNA, CIP, Evaluation]	**Person(s) Responsible:** Principal, Academic Coordinator, Reading Specialist, Special Ed Teachers, Teachers, PK aide, Counselor.	**Funding/FTEs:** Local Funds; PTA Funds
	Evidence of Implementation: Teachers observation, student nominee's	**Ongoing Evaluation Method:** Teachers observations	**Final Evaluation Method:** Teachers observation, student nominee's
	Timeline: 8/27/2021 - 6/7/2022 (Daily)		**Resources:** Prizes/incentives for students.;

Funding

Local Funds	$1,000.00	
PTA Funds		
State Comp Ed Funds	$121,000.00	3.00 FTEs
Special Ed Funds		
Title I, Part A Funds	$145,671.00	2.88 FTEs
Title I, Part C-Migrant		
Title II, Part A Funds	$2,000.00	
Title III, Part A Funds		
Title IV, Part A Funds	$7,200.00	1.00 FTEs
Tx Educ for Children Homeless Youth	$500.00	1.00 FTEs

Title I

This Organization is consolidating the following funds: N/A

Element 1: Comprehensive Needs Assessment

Conduct a Comprehensive Needs Assessment

Goal # 1, Objective #1 , Strategy # 1: Master Schedule will be developed to include intervention time were tutors can work with at-risk students in grades K-5.

Goal # 1, Objective #1 , Strategy # 8: Student incentives will be utilized to help motivate and build students self-worth which include the following but are not limited too: attendance, character trait of month,

Goal # 2, Objective #2 , Strategy # 5: Provide incentives to student to help their self-worth and motivation. Incentive activities including the following but are not limited too: attendance, panther champion, character trait of month.

Goal # 3, Objective #1 , Strategy # 2: Various forms of technology will be provided and offered to students in the form of programs and resources to utilize to enhance their education.

Goal # 4, Objective #3 , Strategy # 4: Castroville Elementary conducts a Comprehensive Needs Assessment in late spring to prepare a Comprehensive Schoolwide Plan to implement programs, activities, and procedures for the involvement of parents and family members.

Goal # 5, Objective #1 , Strategy # 1: Scheduled safety drills will be held to promote student and staff awareness and safety. Drills will include fire, lockdown, severe weather, site evacuation, Headstart Bus evacuation.

Goal # 5, Objective #2 , Strategy # 4: Character building programs will be installed throughout the school year. Students will receive nominations for positive deeds and will be entered into drawings. Teachers will reinforce good character traits throughout the school year.

Element 2: Schoolwide Plan

Prepare a Comprehensive Schoolwide Plan

Goal # 1, Objective #1 , Strategy # 1: Master Schedule will be developed to include intervention time were tutors can work with at-risk students in grades K-5.

Goal # 1, Objective #1 , Strategy # 8: Student incentives will be utilized to help motivate and build students self-worth which include the following but are not limited too: attendance, character trait of month,

Goal # 3, Objective #1 , Strategy # 2: Various forms of technology will be provided and offered to students in the form of programs and resources to utilize to enhance their education.

Goal # 4, Objective #3 , Strategy # 4: Castroville Elementary conducts a Comprehensive Needs Assessment in late spring to prepare a Comprehensive Schoolwide Plan to implement programs, activities, and procedures for the involvement of parents and family members.

Goal # 5, Objective #1 , Strategy # 1: Scheduled safety drills will be held to promote student and staff awareness and safety. Drills will include fire, lockdown, severe weather, site evacuation, Headstart Bus evacuation.

Goal # 5, Objective #2 , Strategy # 4: Character building programs will be installed throughout the school year. Students will receive nominations for positive deeds and will be entered into drawings. Teachers will reinforce good character traits throughout the school year.

Element 3: Parent and Family Engagement

Implement programs, activities, and procedures for the involvement of parents and family members

Goal # 1, Objective # 1, Strategy # 5: Continue to fund for a campus Math Specialist, reading specialist, parent/family engagement coordinator, and pre-k aide

Goal # 1, Objective # 2, Strategy # 4: College and careers will be explored through various avenues including but not limited to: Designated college spirit days, classroom room counselor visits, and classroom teacher discussions.

Goal # 4, Objective # 1, Strategy # 1: Opportunities will be provided for parents to participate through various avenues including but not limited too: virtually, drive-throughs

Goal # 4, Objective # 2, Strategy # 3: The campus will communicate to all stakeholders through various methods including but not limited to email, newsletters, social media, campus website, remind.

Goal # 4, Objective # 3, Strategy # 4: Castroville Elementary conducts a Comprehensive Needs Assessment in late spring to prepare a Comprehensive Schoolwide Plan to implement programs, activities, and procedures for the involvement of parents and family members.

Goal # 5, Objective # 2, Strategy # 4: Character building programs will be installed throughout the school year. Students will receive nominations for positive deeds and will be entered into drawings. Teachers will reinforce good character traits throughout the school year.

TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

#1: Recruit, support, and retain teachers and principals
#2: Build a foundation of reading and math
#3: Connect high school to career and college
#4: Improve low-performing schools

THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

#1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
#2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
#3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
#4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.
Objective #2: Students will be encouraged and challenged to meet their full educational potential.
Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration

MVISD

Campus Improvement Plan

LaCoste Elementary School

2021-2022

16069 Uvalde St

LaCoste, TX 78039

State ID: 163908104

Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

Medina Valley I.S.D. District Mission Statement Medina Valley Independent School District will provide its students with a superior and diverse education that inspires excellence, promotes accountability and values, and encourages all students to achieve their highest potential.

Medina Valley LaCoste Elementary Mission Statement I am a Panther, I believe my Choices create my Character, which Inspires me to be a Leader & Reach my Highest Potential...

Vision

Shared Vision

Our Students will:
- ·Be passionate and responsible in their learning and in life
- ·Be well-rounded emotionally, socially, and academically
- ·Demonstrate strong values and pride through their actions and beliefs
- ·Follow an educational path that allows them to explore academic and/or vocational career possibilities
- ·Be equipped with the necessary skills, knowledge, and resources for their future
- ·Contribute positively as members of our community and society

Our learning environment will provide:
- ·State-of-the-art and relevant technology and facilities
- ·Consistent and effective communication between the home, school, and district
- ·Classroom experiences focused on student engagement and learning
- ·Opportunities for parents and staff to work together for student success
- ·A staff that is highly qualified, valued, and offered ongoing opportunities for growth
- ·Settings that are both physically and emotionally safe

Our district and community will work together to:
- ·Provide real-life learning opportunities to prepare students for the workforce
- ·Encourage and provide parental involvement and engagement to support the learning environment
- ·Provide a variety of educational programs with appropriate curriculum
- ·Support a growing and diverse population
- ·Build partnerships that are mutually beneficial

Medina Valley LaCoste Elementary Vision Through Leadership we will educate and inspire each other to achieve nothing less than our best.

Description

LaCoste Elementary School opened its doors in 2021-22 and serves 564 students in grades Pre-K through 5th . The student population is 4.43% African American, 69.50% Hispanic, 24.11% White, 0.0% American Indian, 0.0% Asian, 0.53% Pacific Islander, 1.42% Two Or more Races, 51.06% Male, 48.94% Female. LaCoste Elementary School serves 16.67% Special Education students, 58.51% Economically Disadvantaged students, 10.11% English Language Learners; 56.03% At-Risk students, 3.19% Gifted & Talented students. The average attendance rate for students is 96.5%.

Title I Campus

Title I campus with high risk students receiving inclusion support, tutorials, and needed accommodations and supports to be successful.

Demographics

In summary, we need instructional intervention resources to better support the diverse demographics at LaCoste in all content areas. We need technology that supports virtual learning and services to better support all our student populations.

Student Achievement

In order to increase student achievement, we are in need of tutors for all grade levels. We are in need of bilingual tutors, inclusion support aides, and math intervention resources for progress monitoring.

School Culture and Climate

The Leader in Me process has strengthened our ability to reach students that need positive motivation and support. We will continue to build that support through expanding leadership opportunities for all students, nurture distinctive learning needs, offer parent and community engagement activities in more than one language.

Staff Quality, Recruitment and Retention

LaCoste Elementary teachers want more opportunities for professional growth specifically on how to target and serve our populations that are in most in need of our support.

Curriculum, Instruction and Assessment

Lacoste has an abundance of reading resources and online programs for progress monitoring, and our students are excelling. However, we are lacking math, science, social studies, and writing resources. We are in need of online programs that target and progress monitor math skills. We are also in need of programs to supplement curriculum targeted for writing, science, and social studies. We need more ViewSonic Boards in classrooms as well as student devices to access the online curriculum. In order to target all of the needs of our students, we need tutoring and more training for staff on the online portions of our core curriculum.

Family and Community Engagement

Parental Involvement has increased and is positive, however, there needs to be support systems in place to engage them more effectively when they are attending the events. Our goal is to build capacity with parents and families - LaCoste Elementary is committed to fostering our parent/community/ school environment.

School Context and Organization

Our campus is learning and growing through the Leader In Me process along with that there will need to be more leadership opportunities to grow based on student and parent suggestions from the suggestion box. The students will have advanced opportunities to participate in clubs and activities tailored to their needs, specifically the needs discovered through distance learning.

Technology

Use of more student driven devices are always important and are both a strength and a need for LaCoste. Teachers are requesting more instructional guidance on classroom use and training to make our campus technology rich.

Special Programs

Addressing Needs of Students At-Risk of Not Meeting State Standards

The campus leadership team monitors and addresses students who are at risk of not meeting state standards by reviewing trends and patterns on state and benchmark assessments, RTI documentation, and then providing academic support, i.e. after school/parent arranged tutoring.

CNA Process

The CNA process begins in late Spring by gathering Data to support needs assessments. We create groups by ensuring that each representative from a grade level and community representative provide input. In early June we begin with our campus improvement by addressing our needs. CIP is completed by early September.

Administrators

Elizabeth Vera	Principal
Ruth Bernard	Vice Principal
Cara Rakowitz	Counselor
Kayla Patton	Secretary

Planning Committee

Member Name	Title
Elizabeth Vera	Leader of Campus Goals
Ruth Bernard	
Kristen Bendele	5th Grade Representative
Mary Lopez	Specials Representative

Planning Committee (continued)

Member Name	Title
Jessica Lessing	Third Grade Teacher Representative
Kristen Groff	2nd Grade Representative
Lizbeth Lopez	Prek Representative
Cynthia Valdez	1st Grade Representative
Kelly Hightower-Brown	2nd Grade Teacher
Lindsay Berchelmann	4th Grade Representative
Kayla Patton	Lead Secretary
Amber Persyn	Special Education Teacher
Kimberly Santleben	Parent
Danae Kohleppel	Parent
Eva DeLaFuente	LaCoste Community Member
Kristina Mike	Community Memeber
Denise Boehme	LaCoste Meat Market Owner
Carmelo Valdez	C&L Backyard BBQ Owner

Comprehensive Needs Assessment

Demographics

Strengths

1 Virtual Field Trip Opportunities
2 Leader in Me
3 Various Parental involvement Opportunities
4 GT activities for all demographics
5 Authentic student involvement opportunities

Needs

1 We need to increase our attendance in all our demographic categories
2 We need increased support for bilingual classroom teachers
3 We need consistent counseling services
4 We need the technology available for all families
5 We need up to date technology that supports student learning and engagement.
8 We need research-based intervention strategies, materials, and resources for both academics and behavior interventions for all our demographics. Specific programs/interventions to target bilingual populations to help bridge the language and learning gaps.

Summary

In summary, we need instructional intervention resources to better support the diverse demographics at LaCoste in all content areas. We need technology that supports virtual learning and services to better support all our student populations.

Data

Attendance Data
Curriculum-Based Assessments
Inidividual Student Profiles
Promotion / Retention data
STAAR / EOC Results
Student Achievement Data
Student Demographics
TAPR

Student Achievement

Strengths

1 Lacoste Student of the week
2 Reading Incentives and rewards
3 Math and Reading Specialists on the campus
4 Special education online resources
5 Weekly Attendance Incentive drawings
6 Daily calling of students who are absent
7 Campus Leaders and Mentors

Needs

1 Math Intervention Resource for Progress Monitoring Online
2 Upper grade and Lower grade tutors (Math & Reading)
3 Cross curricular-Vertical planning/learning
4 Bilingual tutor
5 Spanish Istation or other technology resource
6 STAAR Incentives
7 Inclusion Support Aides
8 Quarterly campus bilingual meetings

Summary

In order to increase student achievement, we are in need of tutors for all grade levels. We are in need of bilingual tutors, inclusion support aides, and math intervention resources for progress monitoring.

Data

Attendance Data
Campus-Based Assessments
Curriculum-Based Assessments
District-Based Assessments
Formative Assessments
Promotion / Retention data
STAAR / EOC Results
Staff Demographics
Student Achievement Data
Student Demographics

TAPR

School Culture and Climate

Strengths

1. Leader in Me Program
2. Student Clubs
3. Counseling
4. School safety
5. Attendance Incentives
6. Weekly Student Leaders
7. positive environment to build family partnerships

Needs

1. offer Spanish parent involvement/engagement activities
2. increase parental involvement
3. encourage community involvement
4. nurture distinctive learning needs
5. expand student leadership opportunities to a bigger population

Summary

The Leader in Me process has strengthened our ability to reach students that need positive motivation and support. We will continue to build that support through expanding leadership opportunities for all students, nurture distinctive learning needs, offer parent and community engagement activities in more than one language.

Data

Attendance Data
Discipline Data
Formative Assessments
Promotion / Retention data
STAAR / EOC Results
Staff Demographics
Student Achievement Data
Student Demographics
TAPR

Staff Quality, Recruitment and Retention

Strengths

1. Reading and Math Specialist on campus
2. Highly Qualified Staff
3. Bilingual Teacher in Each Grade Level
4. G/T Certified Teachers
5. Collaboration between teachers within the grade levels
6. Monthly Teacher Incentives/ Appreciation

Needs

1. Continued PD for All Staff with Appropriate Training for Specific Populations, regardless of experience.
2. Mentors for New Teachers to District - Stipends and Mentors from the same discipline/grade level
3. Planning Time to implement New Curriculm
4. Benefits & Salary
5. Additional Technology Specialist

Summary

LaCoste Elementary teachers want more opportunities for professional growth specifically on how to target and serve our populations that are in most in need of our support.

Data

Attendance Data
STAAR / EOC Results
Staff Demographics
Student Achievement Data
Student Demographics
TAPR

Curriculum, Instruction and Assessment

Strengths

1. Campus Programs & Data: Accelerated Reader Program/Read Naturally/ I-Station/ Galaxy/Star Enterprise
2. Technology Devices & Training to accommodate more students
3. Vertical Alignment
4. Adding a Dyslexia Specialist
5. Adding a Math Specialist- Able to target more students in need of intervention through small groups

Needs

1. Writing Supplement- to Wonders Curriculum- possibly Gretchen Bernabei Grammar Keepers
2. Tutoring
3. Online programs targeted for Math, Science, and Social Studies for progress monitoring
4. Training for online Social Studies Curriculum
5. more student devices to access online curriculum/ More ViewSonic Boards
6. More training on the main idea- follow up to 19-20 main idea training that was done at Lacoste

Summary

Lacoste has an abundance of reading resources and online programs for progress monitoring, and our students are excelling. However, we are lacking math, science, social studies, and writing resources. We are in need of online programs that target and progress monitor math skills. We are also in need of programs to supplement curriculum targeted for writing, science, and social studies. We need more ViewSonic Boards in classrooms as well as student devices to access the online curriculum. In order to target all of the needs of our students, we need tutoring and more training for staff on the online portions of our core curriculum.

Data

Campus-Based Assessments
Curriculum-Based Assessments
District-Based Assessments
Formative Assessments
Inidividual Student Profiles
Promotion / Retention data
Response to Intervention tracking
STAAR / EOC Results
Student Achievement Data
Student Demographics
TAPR

Family and Community Engagement

Strengths

1 Communication- Facebook, S'mores, weekly newsletters, blackboard
2 PTO Involvement and Support
3 Classroom Awards
4 Parent Involvement opportunities
5 Leader In Me Student Led Conferences
6 Online student enrollment
7 Positive parent contacts (calling with good news, frequent and diverse students leaders recognized and celebrated)

Needs

1 Families feel that the school environment has changed
2 Parent online training
3 Parent involvement at events and family volunteer opportunities are low (local funds, Title I funds)
4 Translators at Family Events Fed Prog Recommends (Translate durning events)
5 Interactive Take-aways to promote Parental Capacity.
6 Build capacity with parents and families by providing them with knowledge & Skills through takeaways to meet the child's educational needs
7 Continue to provide light refreshments and snacks and purchase necessary materials for trainings and events.
8 Provide and offer more conferences or workshops for teachers, staff, parents and families.
9 Create a variety of campus opportunities for parents, teachers and staff to make a positive social/academic impact on student success.

Summary

Parental Involvement has increased and is positive, however, there needs to be support systems in place to engage them more effectively when they are attending the events. Our goal is to build capacity with parents and families - LaCoste Elementary is committed to fostering our parent/community/ school environment.

Data

Attendance Data
Campus-Based Assessments
Curriculum-Based Assessments
District-Based Assessments
Formative Assessments
Inidividual Student Profiles
Promotion / Retention data
STAAR / EOC Results
Staff Demographics

Student Achievement Data
Student Demographics
TAPR

School Context and Organization

Strengths

1 Leader in Me Program
2 School SafetyDrills/Practices
3 WIGS- Tracking Student & Teacher Goals
4 High Expectations for Learners
5 Attendance Incentives

Needs

1 Student Feedback/Sugg. Box
2 Small Number of Clubs (Led by Paras, Teachers not tutoring,Parent Volunteers
3 Tech Training and Devices for all students and staff
4 Skyward Navigating Training for Parents

Summary

Our campus is learning and growing through the Leader In Me process along with that there will need to be more leadership opportunities to grow based on student and parent suggestions from the suggestion box. The students will have advanced opportunities to participate in clubs and activities tailored to their needs, specifically the needs discovered through distance learning.

Data

Attendance Data
Campus-Based Assessments
Curriculum-Based Assessments
Discipline Data
District-Based Assessments
Formative Assessments
Inidividual Student Profiles
Promotion / Retention data
Response to Intervention tracking
STAAR / EOC Results
Staff Demographics
Student Achievement Data
Student Demographics
TAPR

Technology

Strengths

1. Guest Wifi
2. Online Programs for students/ including Data Reports
3. Teacher Devices: chromebooks, laptops
4. Student Devices
5. Google Classroom, Blackboard, Smores

Needs

1. Replacement Plan on Devices
2. Enhanced Student Devices to increase 1:1 student to device ratio.
3. PD- Google/ Skyward, etc. for Teachers & Parents-
   Instructional Websites
4. Headphones - 1:1 in all labs/ classrooms
5. More Interactive Technology

Summary

Use of more student driven devices are always important and are both a strength and a need for LaCoste. Teachers are requesting more instructional guidance on classroom use and training to make our campus technology rich.

Data

Attendance Data
Campus-Based Assessments
Classroom Walkthrough Data
Curriculum-Based Assessments
Discipline Data
Formative Assessments
Inidividual Student Profiles
Promotion / Retention data
Staff Demographics
Student Achievement Data
Student Demographics
TAPR

Priority Needs

A: Demographics

- A1 We need to increase our attendance in all our demographic categories
- A2 We need increased support for bilingual classroom teachers
- A3 We need consistent counseling services
- A4 We need the technology available for all families
- A5 We need up to date technology that supports student learning and engagement.
- A8 We need research-based intervention strategies, materials, and resources for both academics and behavior interventions for all our demographics. Specific programs/interventions to target bilingual populations to help bridge the language and learning gaps.

B: Student Achievement

- B1 Math Intervention Resource for Progress Monitoring Online
- B2 Upper grade and Lower grade tutors (Math & Reading)
- B3 Cross curricular-Vertical planning/learning

C: School Culture and Climate

- C1 offer Spanish parent involvement/engagement activities
- C2 increase parental involvement
- C3 encourage community involvement

D: Staff Quality, Recruitment and Retention

- D1 Continued PD for All Staff with Appropriate Training for Specific Populations, regardless of experience.
- D2 Mentors for New Teachers to District - Stipends and Mentors from the same discipline/grade level
- D3 Planning Time to implement New Curriculm

E: Curriculum, Instruction and Assessment

- E1 Writing Supplement- to Wonders Curriculum- possibly Gretchen Bernabei Grammar Keepers
- E2 Tutoring
- E3 Online programs targeted for Math, Science, and Social Studies for progress monitoring
- E4 Training for online Social Studies Curriculum
- E5 more student devices to access online curriculum/ More ViewSonic Boards

F: Family and Community Engagement

- F1 Families feel that the school environment has changed
- F2 Parent online training
- F3 Parent involvement at events and family volunteer opportunities are low (local funds, Title I funds)
- F4 Translators at Family Events Fed Prog Recommends (Translate durning events)
- F5 Interactive Take-aways to promote Parental Capacity.
- F6 Build capacity with parents and families by providing them with knowledge & Skills through takeaways to meet the child's educational needs
- F7 Continue to provide light refreshments and snacks and purchase necessary materials for trainings and events.
- F8 Provide and offer more conferences or workshops for teachers, staff, parents and families.
- F9 Create a variety of campus opportunities for parents, teachers and staff to make a positive social/academic impact on student success.

G: School Context and Organization

- G1 Student Feedback/Sugg. Box
- G2 Small Number of Clubs (Led by Paras, Teachers not tutoring,Parent Volunteers
- G3 Tech Training and Devices for all students and staff
- G4 Skyward Navigating Training for Parents

H: Technology

- H2 Enhanced Student Devices to increase 1:1 student to device ratio.
- H3 PD- Google/ Skyward, etc. for Teachers & Parents-
  Instructional Websites

Goals

Goal #1: LaCoste Elementary will strengthen and improve academic performance and attendance in all content areas.

MVISD Strategic Plan Goal(s) Addressed by Goal 1

Funding: Ensures proper allocation of funds to support all areas of the district.

Class/Course Offerings: Provides a variety of academic and extracurricular activities that promote well-rounded, career-minded students.

Technology: Provides relevant and reliable technology for staff, students, and guests

Legislative: Exceeds federal/state/local legislative requirements to develop an educational journey for each student's interests and success.

Staffing: Recruits and retains quality staff while offering professional development and leadership opportunities.

Growth: Takes a proactive role in planning for our rapidly growing population

Goal #2: LaCoste Elementary will recruit and retain quality staff while offering professional development and leadership opportunities for professional and sustainable growth.

MVISD Strategic Plan Goal(s) Addressed by Goal 2

Growth: Takes a proactive role in planning for our rapidly growing population

Class/Course Offerings: Provides a variety of academic and extracurricular activities that promote well-rounded, career-minded students.

Legislative: Exceeds federal/state/local legislative requirements to develop an educational journey for each student's interests and success.

Goal #3: LaCoste Elementary will connect learning to promote, support and encourage college and career readiness.

MVISD Strategic Plan Goal(s) Addressed by Goal 3

Funding: Ensures proper allocation of funds to support all areas of the district.

Class/Course Offerings: Provides a variety of academic and extracurricular activities that promote well-rounded, career-minded students.

Communication/Involvement: Fosters an environment of parental and community involvement through open communication.

Technology: Provides relevant and reliable technology for staff, students, and guests

Facilities/Infrastructure: Provides and maintains appropriate facilities for district programs.

Legislative: Exceeds federal/state/local legislative requirements to develop an educational journey for each student's interests and success.

Staffing: Recruits and retains quality staff while offering professional development and leadership opportunities.

Goal #4: LaCoste Elementary will provide a safe and nurturing learning environment for students and staff.

MVISD Strategic Plan Goal(s) Addressed by Goal 4

Growth: Takes a proactive role in planning for our rapidly growing population

Funding: Ensures proper allocation of funds to support all areas of the district.

Class/Course Offerings: Provides a variety of academic and extracurricular activities that promote well-rounded, career-minded students.

Facilities/Infrastructure: Provides and maintains appropriate facilities for district programs.

Actions

Goal #1: LaCoste Elementary will strengthen and improve academic performance and attendance in all content areas.

Objective #1: Lacoste Elementary students, teachers, and staff will achieve academic excellence in all content areas.

1	**Action:** Attendance Incentives by grade level and classroom. We will have various opportunities for students and staff to reach attendance goals by allowing the autonomy of creating incentives weekly, monthly, biweekly, or by the semester or 6 week period. [Critical Success Factors [Critical Success Factors 1, 4, 5, 6]] **Needs:** A2; A4; A5; C1;	**Person(s) Responsible:** All students, teachers, and staff.	**Funding/FTEs:** Local Funds
	Evidence of Implementation: An increase in student attendance each subsequent week of the school year.	**Ongoing Evaluation Method:** Monitoring of student attendance and incentives. Celebration Points throughout the objective span.	**Final Evaluation Method:** End of Year Attendance Rate Increase to reach or exceed 97%.
	Timeline: 7/1/2021 - 7/1/2022 (Weekly)		**Resources:** Attendance Incentives, Motivational/ Academic Correlations to Overall Success;

2	**Action:** Teachers will assist students in creating academic goals based on growth and achievement for core content areas. Students will track their progress in data binders and meet with teachers and accountability partners to discuss goals and monitoring. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4]] **Needs:** A2; A5; B1; B3; E2; E5;	**Person(s) Responsible:** Students, teachers, staff, Reading Specialist, Math Specialist, District CIA staff, Dyslexia Specialist, GT Specialist, LSSP, Special Ed. Department	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Bilingual/ELL; Special Ed Funds; Title I, Part A Funds
	Evidence of Implementation: Common assessments, data binders, data meetings	**Ongoing Evaluation Method:** ongoing data tracking in binders	**Final Evaluation Method:** End of Year STAAR 3-5/ EOY testing for K - 2.
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		**Resources:** District Adopted Physical Instructional Materials, District adopted digital instructional materials, data binders, goal setting tracking sheets, intervention resources;

4	**Action:** Vertical and horizontal teams will be established to continue evaluation and adjustments to curriculum alignment. [Critical Success Factors [Critical Success Factors 1, 2, 4, 6]] **Needs:** B2; C2; D3; E2; [Title I Components CIP]	**Person(s) Responsible:** Administration and Teachers	**Funding/FTEs:** Local Funds; Title I, Part A Funds
	Evidence of Implementation: The improvement of on-going academic data analysis - STAAR, BOY, MOY, STAAR Simulation/ Common Assessments, Classroom Work Samples, progress monitoring data, etc.	**Ongoing Evaluation Method:** The improvement and monitoring and adjusting of on-going academic data analysis - STAAR, BOY, MOY, STAAR Simulation/ Common Assessments, Classroom Work Samples, progress monitoring data, etc.	**Final Evaluation Method:** EOY tests, Staar Improvement, Academic Growth in core areas from August to June.
	Timeline: 7/1/2021 - 7/1/2022 (Weekly)		**Resources:** Data - STAAR, BOY, MOY, STAAR Simulation/ Common Assessments, Classroom Work Samples, progress monitoring data, etc.;

5	**Action:** Provide academic support for students who failed the STAAR or other assessments as determined by the campus administration and academic coordinator. [Critical Success Factors [Critical Success Factors 1, 2, 4]] **Needs:** E5;	**Person(s) Responsible:** Administration, Teachers, and staff	**Funding/FTEs:** Local Funds; Title I, Part A Funds $2,000.00; State Comp Ed Funds $15,000.00; 2.00 FTEs
	Evidence of Implementation: tutoring rosters and lesson plans	**Ongoing Evaluation Method:** weekly monitoring	**Final Evaluation Method:** review of tutoring logs and assessments
	Timeline: 10/1/2021 - 6/1/2022 (On-going)		**Resources:** tutoring rosters;

6	**Action:** Instructional resources, materials and software programs to supplement classroom instruction targeting improvement and success of the at-risk student population. (Amended: Feb 18, 2020) [Critical Success Factors [Critical Success Factors 1]] **Needs:** A8; E3;	**Person(s) Responsible:** Teachers and administrators	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Bilingual/ELL; Title III, Part A Funds; Title I, Part A Funds
	Evidence of Implementation: Teachers will do a summative evaluation of the program.	**Ongoing Evaluation Method:** Student formal and informal observation of grasping concepts. Teacher evaluation of program.	**Final Evaluation Method:** Teachers will do summative evaluation of program
	Timeline: 9/1/2021 - 7/1/2022 (Daily)		

Goal #1: LaCoste Elementary will strengthen and improve academic performance and attendance in all content areas.

Objective #3: LaCoste Elementary will proactively plan for the allocation of classroom materials and resources in order to accommodate for rapid growth.

1	**Action:** Literacy Closet will be utilized by PK - 5th grade students and teachers to support the different reading styles and levels of students. [Critical Success Factors [Critical Success Factors 1, 2, 4, 6]] **Needs:** B2; E2; E3;	**Person(s) Responsible:** Reading Specialist, Teachers, Administration	**Funding/FTEs:** Local Funds; Bilingual/ELL; Special Ed Funds; Title I, Part A Funds; Gifted & Talented
	Evidence of Implementation: The checking out of materials from the Literacy Closet by teachers and students. Parents are allowed to utilize our Literacy Closet as well.	**Ongoing Evaluation Method:** Teachers small group logs, ARC leveling (School Pace), and Star Enterprise Growth	**Final Evaluation Method:** Annually - EOY growth records for individual students and classes that utilize the Literacy Closet routinely.
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		**Resources:** Library Literacy Closet, Books, Audio Books, Leveling system, Target the TEKS, Istation & Tumblebooks;
2	**Action:** State adopted texts for all core academic areas for grades PK - 5 will be maintained and all additional needed resources will be used and evaluated for appropriate levels of rigor with fidelity and consistency. [Critical Success Factors [Critical Success Factors 1, 2]] **Needs:** E1; E3; E4;	**Person(s) Responsible:** Academic Coordinator, Teachers	**Funding/FTEs:** Local Funds; Special Ed Funds; Title I, Part A Funds
	Evidence of Implementation: Analysis completed by the Academic Coordinator/ Teachers.	**Ongoing Evaluation Method:** Frequent feedback, student interaction and participation, and evaluation pieces included in the curriculum.	**Final Evaluation Method:** End of Year Evaluation of all Resources
	Timeline: 7/1/2021 - 7/1/2022 (Annually)		**Resources:** Adopted Texts, Core Resources, New Adoption Information for the upcoming year.;
3	**Action:** Continue to provide online access to the TEKS Resource system [Critical Success Factors [Critical Success Factors 1, 2, 4]] **Needs:** E1;	**Person(s) Responsible:** Campus Admin and CIA	**Funding/FTEs:** Title I, Part A Funds $3,361.00
	Evidence of Implementation: Lesson plans reviewed; data analysis of program usage evaluated	**Ongoing Evaluation Method:** review of lesson plans; walkthrough	**Final Evaluation Method:** summative evaluation; surveys
	Timeline: 7/1/2021 - 7/1/2022 (On-going)		

4	**Action:** Provide school supplies and other school-related resources to students identified by the counselor, social worker, and the McKinney-Vento liaison. [Critical Success Factors [Critical Success Factors 1, 6]] **Needs:** A8; B3;	**Person(s) Responsible:** counselor, social worker, McKinney-Vento liaison	**Funding/FTEs:** Title I, Part A Funds $500.00; Tx Educ for Children Homeless Youth
	Evidence of Implementation: list of needs and supplied items or services	**Ongoing Evaluation Method:** every 3-6 weeks review of student status and/or needs	**Final Evaluation Method:** reports
	Timeline: 8/1/2021 - 6/1/2022 (As Needed)		**Resources:** list of students with identified needs;

Goal #1: LaCoste Elementary will strengthen and improve academic performance and attendance in all content areas.

Objective #4: We will promote and monitor instructional time for individual students by creating a campus-wide attendance incentive for each of the six weeks.

1	**Action:** Teachers and Staff will call students who are absent. We will make attendance one of WIGs (Widely Important Goals) and have incentives for students with perfect attendance at each 6 weeks [Critical Success Factors [Critical Success Factors 1, 4, 5]] **Needs:** A1;	**Person(s) Responsible:** attendance committee, staff	**Funding/FTEs:**
	Evidence of Implementation: Attendance reports	**Ongoing Evaluation Method:** attendance reports and attendance committee meetings	**Final Evaluation Method:** overall attendance percentage at the end of the year.
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		

Goal #1: LaCoste Elementary will strengthen and improve academic performance and attendance in all content areas.

Objective #5: LaCoste Elementary will maximize small group intervention time by utilizing resources, materials, tutors, and additional staff along with instructional programs to continually monitor and scaffold student learning.

1	**Action:** Utilize district resources and campus resources along with tutors and additional staff to provide targeted instruction to our students. [Critical Success Factors [Critical Success Factors 1]] **Needs:** A8; B2; E2; E3;	**Person(s) Responsible:** Administrators, Teachers, Staff	**Funding/FTEs:** State Comp Ed Funds 4.00 FTEs; Title I, Part A Funds $5,000.00
	Evidence of Implementation: Progress monitoring reports, benchmarks, assessments, tutoring logs	**Ongoing Evaluation Method:** tutoring logs, progress checks	**Final Evaluation Method:** Individual growth for students on EOY assessments
	Timeline: 7/1/2021 - 7/1/2022 (As Needed)		**Resources:** online resources to cover TEKS vertical alignment and scaffolding.;

Goal #2: LaCoste Elementary will recruit and retain quality staff while offering professional development and leadership opportunities for professional and sustainable growth.

Objective #1: LaCoste Elementary will recruit, retain and promote highly qualified staff.

1	**Action:** A Reading Specialist will be available on campus. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4]] **Needs:** A2; A4; A5; B1; B2; B3; C2; E2; F1; [Title I Components Evaluation]	**Person(s) Responsible:** Reading Specialist	**Funding/FTEs:** Local Funds; Title I, Part A Funds 1 FTEs
	Evidence of Implementation: Daily Schedule/ Lesson Plans/ Completed Benchmark Data/ Time on Task with Programs	**Ongoing Evaluation Method:** growth in student data.	**Final Evaluation Method:** Monitoring of Individual Growth and Progress
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		**Resources:** curriculum support and supplemental instructional material;

2	**Action:** Campus Needs Assessments are developed in the late Spring with input from committee; Campus Improvement Plan is developed by committee and presented to the board in early Fall; and Parent Involvement Plan/ Calendar are reviewed every year by committee of parents. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 5, 6, 7]] **Needs:** A2; A3; A4; A5; B1; B2; B3; C1; C2; D3; E2; E3; E5; F1; G4; H3; [Title I Components CNA, CIP, Evaluation]	**Person(s) Responsible:** Administration and Staff	**Funding/FTEs:**
	Evidence of Implementation: Comprehensive Needs Assessment All documentation is available. All are able to participate in the development on campus. Parents are included in the committee.	**Ongoing Evaluation Method:** Meet in late Spring and set committees to review data from campus usage, then the set committee will take that information and create the plan from the identified needs.	**Final Evaluation Method:** Membership Attendance from the Committee, along with decisions made for the appropriate. school improvement model to be implemented. Surveys from parents/ teachers/ students/ community members. The re-evaluation throughout the year of various needs will be noted throughout grade level weekly minutes/agendas.
	Timeline: 7/1/2021 - 7/1/2022 (Bi-Annually)		**Resources:** Campus Needs Assessment from previous year, Campus Improvement Plan from previous year, Information gathered from grade levels on a weekly basis through grade level meeting data, Campus Usage for technology needs, Campus Usage for material/educational needs.;

3	**Action:** Provide any teacher new to the profession a mentor and mentoring topics. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 6, 7]] **Needs:** D2;	**Person(s) Responsible:** Administration and CIA	**Funding/FTEs:** Title II, Part A Funds $5,000.00
	Evidence of Implementation: Agenda, sign-in sheet	**Ongoing Evaluation Method:** Journal entries, technical support, class observations monthly	**Final Evaluation Method:** survey and online data
	Timeline: 10/1/2021 - 5/1/2022 (Monthly)		**Resources:** list of topics covered; expectations for both mentee and mentor; job description;

Goal #2: LaCoste Elementary will recruit and retain quality staff while offering professional development and leadership opportunities for professional and sustainable growth.

Objective #3: LaCoste Elementary and district staff will provide relevant, timely, and rigorous staff professional development opportunities to increase professional growth and foster collaborative learning opportunities.

1	**Action:** LaCoste Elementary teachers are Trainers of trainers for the Leader in Me Process that work to maintain the positive morale of all staff, collaborate across grade levels to teach and attend professional development opportunities, and meet weekly to build academic capacity throughout their grade level teams. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 6, 7]] **Needs:** B2; B3; D3;	**Person(s) Responsible:** LaCoste Staff, District Admin, Counselor, Leader in Me Facilitator, Lighthouse Team	**Funding/FTEs:** Local Funds; Special Ed Funds; Title I, Part A Funds; Gifted & Talented
	Evidence of Implementation: Documentation of Meetings/ Certificates of Attendance Reflective practices - student work samples.	**Ongoing Evaluation Method:** Evaluations will occur weekly/ monthly, depending on the professional development topic. Vertical Meetings are bi-weekly, and team meetings are also bi-weekly. The teachers are able to use their data to drive future instruction.	**Final Evaluation Method:** Increased professional development completion/ sharing of strategies and student work samples.
	Timeline: 7/1/2021 - 7/1/2022 (Weekly)		**Resources:** All necessary materials for staff development, along with staff development opportunities/ materials off campus.;

2	**Action:** Staff development will be planned, implemented and monitored to develop the core competencies. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 5, 6, 7]] **Needs:** D3; E1; E3; F1; G2; H3;	**Person(s) Responsible:** Principal, Academic Coordinator, Counselor, Teachers teach Teachers, district staff	**Funding/FTEs:** Local Funds; Bilingual/ELL; Special Ed Funds; Title I, Part A Funds .25 FTEs
	Evidence of Implementation: Bi-Weekly Meetings, both team and Vertical	**Ongoing Evaluation Method:** Bi-Weekly & Semester reflections and re-teaching of professional development topics/ materials usage.	**Final Evaluation Method:** End of Year evaluation (CNA) of on-going professional development topics and needs as identified by campus teachers, administration, staff, and community members.
	Timeline: 7/1/2021 - 7/1/2022 (Weekly)		**Resources:** rail of Breadcrumbs, Vertical Alignment Team Lessons, AWARE, Read Naturally, Istation Reading, Fundamental 5, Success Ed, TEKS resource;

Goal #3: LaCoste Elementary will connect learning to promote, support and encourage college and career readiness.

Objective #1: Student Progress will be measured and monitored through data driven decision making and interventions.

1	**Action:** LaCoste Elementary will provide Career Readiness activities through the campus Counselor's classes with the students, using an online career awareness program , and the Leader in Me program to promote academic excellence and future goals. [Critical Success Factors [Critical Success Factors 3, 5, 6]] **Needs:** A2; A3; A4; A5; B3; C1; F1; F2; F3; G1; G2; H2;	**Person(s) Responsible:** Teacher and staff	**Funding/FTEs:** Local Funds; Title I, Part A Funds
	Evidence of Implementation: The programs are implemented within the school day and structured around existing learning opportunities. Their evidence should be found within those activities.	**Ongoing Evaluation Method:** Evaluations will be completed through the completion of the online career awareness program, and Leader in Me activities planned throughout the year and reflected upon each semester.	**Final Evaluation Method:** The end of year evaluation of each program and student growth through those programs.
	Timeline: 7/1/2021 - 7/1/2022 (Every 3 weeks)		**Resources:** Career Readiness programs, Leader in Me;

2	**Action:** Significant targeted strategies and training will be implemented to ensure academic improvement among all subgroups as measured by AYP. Emphasis will be placed upon student performance in Math/ Reading/ Writing, Science, and Social Studies for all subgroups. [Critical Success Factors [Critical Success Factors 1, 2, 3, 5, 6, 7]] **Needs:** A2; A4; A5; B1; B2; B3; D1; D3; E4; E5; G3; G4; H2;	**Person(s) Responsible:** Teachers and Staff	**Funding/FTEs:** Local Funds; Bilingual/ELL; Special Ed Funds; Title I, Part A Funds
	Evidence of Implementation: Lesson Plans, observations, Administrative Walkthroughs	**Ongoing Evaluation Method:** Overall student progress, monitored daily by teachers, weekly by admin, monthly by Vertical Team groups.	**Final Evaluation Method:** End of Year/ Semester Benchmarks/ Tests.
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		**Resources:** tutoring, instructional test prep material for various subjects enVision Intervention, Fast Focus, STAAR Ready, Marcy Cook, Fluency Vocabulary Development (Flocabulary), Reading Specialist Pull-Outs, Social Studies Weekly, Stemscopes, Field Experiences, Science Fieldtrips on Wheels, ARC, Istation, Read Naturally (Live);

Goal #3: LaCoste Elementary will connect learning to promote, support and encourage college and career readiness.

Objective #2: LaCoste Elementary will provide academic opportunities to enhance student achievement and growth

1	**Action:** LaCoste Elementary teachers will implement the curriculum central year at a glace/ packing guide,the TEKS Resource System framework as developed for all core areas and revise as needed per students assessment/ screening results. [Critical Success Factors [Critical Success Factors 1, 2]] **Needs:** B2; E1; [Title I Components CNA, CIP, Evaluation]	**Person(s) Responsible:** LaCoste Staff	**Funding/FTEs:** Local Funds; Title I, Part A Funds
	Evidence of Implementation: Lesson plans, Vertical Teaming Planning & Meeting	**Ongoing Evaluation Method:** District and state cumulative assessments.	**Final Evaluation Method:** Student growth in Eduphoria & Staar data.
	Timeline: 8/1/2021 - 7/1/2022 (Daily)		**Resources:** CNA, Benchmark Data, Screening Tools;

2	**Action:** State adopted text for all core academic areas for grades PK - 5 will be implemented with fidelity and consistency and will be evaluated using data driven analysis. [Critical Success Factors [Critical Success Factors 1, 2]] **Needs:** D3; E4; E5; G4; H3; [Title I Components CNA, CIP]	**Person(s) Responsible:** Administration and staff	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Title I, Part A Funds
	Evidence of Implementation: Lesson plans, Interactive lessons, Walkthroughs, student performance and growth	**Ongoing Evaluation Method:** Report Cards, Evaluation of Benchmark Results (BOY, MOY, EOY, Common Assessments/ SImulations)	**Final Evaluation Method:** End of year Report Cards & STAAR Data/ EOY adopted tests.
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		

3	**Action:** Students will have an opportunity to attend a required block of I-Station Reading and Math, along with Read Naturally and Read Naturally Live to improve student thinking processes and abilities. [Critical Success Factors [Critical Success Factors 1, 2, 3]] **Needs:** B2; B3; E2; [Title I Components CNA, CIP, Evaluation]	**Person(s) Responsible:** Administration and Staf	**Funding/FTEs:** Local Funds; Special Ed Funds; Title I, Part A Funds
	Evidence of Implementation: Student Data generated from I-Station and Read Naturally Reports across the grade levels.	**Ongoing Evaluation Method:** Data Reports from each program will be used for frequent, ongoing evaluations. They will occur each three week period and again at semester.	**Final Evaluation Method:** End of year data review and progress measures used to show yearly gains and levels of academic performance.
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		**Resources:** Scheduled allotment of computer lab time for each class. Computers that are up to date and able to accommodate the software. Progress Monitoring and use of data, Fieldtrips, Science Camps, Teacher/ Student Technology Devices;

4	**Action:** Pk - 2nd grade will participate in a 90-120 minute reading block utilizing shared reading, Daily 5, reading logs, ARC to address the needs of our Bilingual students and RTI initiatives, Read Naturally (Live) and comprehension and vocabulary development. [Critical Success Factors [Critical Success Factors 1, 2, 3]] **Needs:** A2; A4; B2; D3; E2; F1; H2;	**Person(s) Responsible:** Classroom Teachers, Technology Teacher, Administration	**Funding/FTEs:** Local Funds; Bilingual/ELL; Special Ed Funds; Title I, Part A Funds
	Evidence of Implementation: Data in growth	**Ongoing Evaluation Method:** Progress Monitoring, Monthly	**Final Evaluation Method:** School Pace Data, Progress Monitoring Semester & End of Year
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		**Resources:** Reading Materials for Read Naturally, ARC, Comprehension materials from Journeys adoption, and Daily 5 core work, Star Enterprise;

Goal #3: LaCoste Elementary will connect learning to promote, support and encourage college and career readiness.

Objective #3: Students will be provided support through tutors, specialists, and additional staff support

1	**Action:** We will use title 1 funds and state comp ed funds to provide tutors and additional support staff to target ours at-risk and special populations on campus. [Critical Success Factors [Critical Success Factors 1, 2, 4]] **Needs:** A2; E2;	**Person(s) Responsible:** teachers, staff, tutors	**Funding/FTEs:** State Comp Ed Funds .25 FTEs; Title I, Part A Funds
	Evidence of Implementation: student tutoring logs and data growth	**Ongoing Evaluation Method:** tutoring logs	**Final Evaluation Method:** improvement on state, district, and campus assessments.
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		

Goal #4: LaCoste Elementary will provide a safe and nurturing learning environment for students and staff.

Objective #1: LaCoste Elementary will promote a safe and drug free environment that incorporates the fundamentals of the Leader in Me process.

1	**Action:** LaCoste Elementary will utilize and promote the Leader in Me process to build character and promote citizenship as well as emphasize the use of the habits both inside and outside of the school. Parents will play a major role in the sustainability of the use of the habits to promote overall safe and effective learning environments for our students. [Critical Success Factors [Critical Success Factors 1, 2, 3, 5, 6, 7]] **Needs:** A2; A3; B3; C1; C2; F3; G1; G2; H3;	**Person(s) Responsible:** All Administrators and Staff at LaCoste Elementary, along with parents and guardians, and Medina County Resource Officers.	**Funding/FTEs:** Local Funds; Title I, Part A Funds; Title II, Part A Funds; PTA Funds
	Evidence of Implementation: The use of the habits throughout the campus by staff, students, and administration should be able to be heard and seen on a daily basis.	**Ongoing Evaluation Method:** The use of the Leader in Me Binders, the Leader tabs, should show the character building traits and activities that the students are completing. The overall safety features on campus that include, but are not limited to the Watch Dog Dads, the Safety Patrol, and the heightened security around the district should be used as the evaluation tool each 6 weeks grading period.	**Final Evaluation Method:** Annually, the campus will evaluate the students progress with the habits through the evaluations done by the Leader in Me Corporation. Students, teachers, and staff are evaluated throughout the Fall semester to determine if the campus is building that leadership capacity and safe school environment. Our Safety Audits done by the district will also be an effective evaluation tool for our campus safety concerns/ celebrations.
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		**Resources:** Parent involvement resources Campus Evacuation Drill Leader in Me Character Awards Caught Being Leader Awards Accountability Partners;

2	**Action:** Support classroom management and adhere to the Student Code of Conduct, the LaCoste Elementary Discipline Management Plan, and all district policies and procedures. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 6, 7]] **Needs:** C2; F1;	**Person(s) Responsible:** Principal, Academic, Classroom Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Management Handled in the Classroom on a daily, consistent basis.	**Ongoing Evaluation Method:** Weekly monitoring of re-occurring management difficulties/ successes by campus administration.	**Final Evaluation Method:** End of Year Campus CNA - Based on accumulated data on Referrals/ LIM data throughout the academic school year.
	Timeline: 7/1/2021 - 7/1/2022 (Annually)		**Resources:** District Code of Conduct, Classroom Management Plans & Routines Submitted;

3	**Action:** Students with social emotional needs and as referred by the school counselor will be assigned to a social worker. [Critical Success Factors [Critical Success Factors 1, 4, 6]] **Needs:** A3;	**Person(s) Responsible:** Campus Administration and CIA	**Funding/FTEs:** State Comp Ed Funds 0.33 FTEs
	Evidence of Implementation: Referrals and sign in sheets	**Ongoing Evaluation Method:** Counseling logs available	**Final Evaluation Method:** surveys from both social worker and student
	Timeline: 8/1/2021 - 6/1/2022 (On-going)		

4	**Action:** Quarterly the School Health Advisory Committee meets to discuss health-related topics to refine any district/campus goals. At least one campus representative will attend to take and/or bring any pertinent information back to the campus [Critical Success Factors [Critical Success Factors 4, 6, 7]] **Needs:** D3;	**Person(s) Responsible:** Campus Administration	**Funding/FTEs:**
	Evidence of Implementation: Sign in sheets/certificates of attendance	**Ongoing Evaluation Method:** Quarterly review of reports	**Final Evaluation Method:** Survey
	Timeline: 10/1/2021 - 6/1/2022 (Every 9 weeks)		**Resources:** Agendas;

Goal #4: LaCoste Elementary will provide a safe and nurturing learning environment for students and staff.

Objective #2: LaCoste Elementary will follow and adhere to all saftey protocols

1	**Action:** LaCoste Elementary will promote effective communication between our school, parents, community, and stakeholders through required parental involvement activities and components for Title 1. [Critical Success Factors [Critical Success Factors 5, 6]] **Needs:** A2; A3; C1; F1; F3; G2; H3; [Title I Components Evaluation]	**Person(s) Responsible:** Administration, Staff, Parent/Family Engagement Coordinator, and Teachers	**Funding/FTEs:** Local Funds; Title I, Part A Funds $10,500.00; 0.25 FTEs
	Evidence of Implementation: Sign-In Rosters from Events Increased participation in Leader in Me Response Forms. Greater Participation from the Community in School Wide Events/ Initiatives	**Ongoing Evaluation Method:** Sign-In Rosters from Events Increased participation in Leader in Me Response Forms. Greater Participation from the Community in School Wide Events/ Initiatives Evaluation: Each 6 Weeks Grading Period	**Final Evaluation Method:** End of year reflection forms to be completed by parents, teachers, and community members.
	Timeline: 7/1/2021 - 7/1/2022 (Weekly)		**Resources:** Leader in Me Process/ Parental Involvement Planning and implementation of activities with needed supplies. Reading & Math Night Snacks, refreshments and materials provided through local and title 1 to build capacity with parents.;

2	**Action:** Implement Parental Involvement Plan for the School Year, including student-led conferences, Classroom Award Ceremonies, and the enhancement of Community Partnerships. [Critical Success Factors [Critical Success Factors 3, 5, 6]] **Needs:** A2; F2; F3; H3; [Title I Components CIP, Evaluation]	**Person(s) Responsible:** Student and staff	**Funding/FTEs:** Local Funds; Title I, Part A Funds $1,642.00
	Evidence of Implementation: Parental Involvement Sign in and participation documents, Increased Involvement in all campus initiatives and activities as seen through fundraisers, in-class support, and campus visibility.	**Ongoing Evaluation Method:** Increased Initiatives that provide on-going feedback for our campus community and increased participation in campus wide events. They will occur on a monthly basis to adjust and monitor for future campus initiatives.	**Final Evaluation Method:** End of Year CNA/ Creation of Event Calendar for the school year (Determination of continued events/ discontinued events)
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		**Resources:** Partnerships, Flyers, Lighthouse Committee Decisions/ Promotions, Student Council Initiative Materials and Fundraiser Needs.;

Goal #4: LaCoste Elementary will provide a safe and nurturing learning environment for students and staff.

Objective #3: LaCoste Elementary will develop and create more opportunities for parent involvement and have events at various times of the day

1	**Action:** Teachers and staff will develop a plan to have more family and parent engagement involvement at our campus and virtually. [Critical Success Factors [Critical Success Factors 5, 6]] **Needs:** C1; C2; C3; F2; F3; F4; F5; F6; F7; F8; F9; [Title I Components Evaluation]	**Person(s) Responsible:** teachers and staff	**Funding/FTEs:** Title I, Part A Funds 0.125 FTEs
	Evidence of Implementation: monthly event fliers, title 1 folder	**Ongoing Evaluation Method:** sign in sheets from events	**Final Evaluation Method:** evaluation of title 1 folder
	Timeline: 7/1/2021 - 7/1/2022 (Monthly)		

Funding

Bilingual/ELL		
Gifted & Talented		
Local Funds		
PTA Funds		
State Comp Ed Funds	$15,000.00	6.58 FTEs
Special Ed Funds		
Title I, Part A Funds	$23,003.00	1.63 FTEs
Title II, Part A Funds	$5,000.00	
Title III, Part A Funds		
Tx Educ for Children Homeless Youth		

Title I

This Organization is consolidating the following funds: N/A

Element 1: Comprehensive Needs Assessment

Conduct a Comprehensive Needs Assessment

Goal # 2, Objective #1 , Strategy # 2: Campus Needs Assessments are developed in the late Spring with input from committee; Campus Improvement Plan is developed by committee and presented to the board in early Fall; and
Parent Involvement Plan/ Calendar are reviewed every year by committee of parents.

Goal # 3, Objective #2 , Strategy # 1: LaCoste Elementary teachers will implement the curriculum central year at a glace/ packing guide,the TEKS Resource System framework as developed for all core areas and revise as needed per students assessment/ screening results.

Goal # 3, Objective #2 , Strategy # 2: State adopted text for all core academic areas for grades PK - 5 will be implemented with fidelity and consistency and will be evaluated using data driven analysis.

Goal # 3, Objective #2 , Strategy # 3: Students will have an opportunity to attend a required block of I-Station Reading and Math, along with Read Naturally and Read Naturally Live to improve student thinking processes and abilities.

Element 2: Schoolwide Plan

Prepare a Comprehensive Schoolwide Plan

Goal # 1, Objective #1 , Strategy # 4: Vertical and horizontal teams will be established to continue evaluation and adjustments to curriculum alignment.

Goal # 2, Objective #1 , Strategy # 2: Campus Needs Assessments are developed in the late Spring with input from committee; Campus Improvement Plan is developed by committee and presented to the board in early Fall; and
Parent Involvement Plan/ Calendar are reviewed every year by committee of parents.

Goal # 3, Objective #2 , Strategy # 1: LaCoste Elementary teachers will implement the curriculum central year at a glace/ packing guide,the TEKS Resource System framework as developed for all core areas and revise as needed per students assessment/ screening results.

Goal # 3, Objective #2 , Strategy # 2: State adopted text for all core academic areas for grades PK - 5 will be implemented with fidelity and consistency and will be evaluated using data driven analysis.

Goal # 3, Objective #2 , Strategy # 3: Students will have an opportunity to attend a required block of I-Station Reading and Math, along with Read Naturally and Read Naturally Live to improve student thinking processes and abilities.

Goal # 4, Objective #2 , Strategy # 2: Implement Parental Involvement Plan for the School Year, including student-led conferences, Classroom Award Ceremonies, and the enhancement of Community Partnerships.

Element 3: Parent and Family Engagement

Implement programs, activities, and procedures for the involvement of parents and family members

Goal # 2, Objective # 1, Strategy # 1: A Reading Specialist will be available on campus.

Goal # 2, Objective # 1, Strategy # 2: Campus Needs Assessments are developed in the late Spring with input from committee; Campus Improvement Plan is developed by committee and presented to the board in early Fall; and
Parent Involvement Plan/ Calendar are reviewed every year by committee of parents.

Goal # 3, Objective # 2, Strategy # 1: LaCoste Elementary teachers will implement the curriculum central year at a glace/ packing guide,the TEKS Resource System framework as developed for all core areas and revise as needed per students assessment/ screening results.

Goal # 3, Objective # 2, Strategy # 3: Students will have an opportunity to attend a required block of I-Station Reading and Math, along with Read Naturally and Read Naturally Live to improve student thinking processes and abilities.

Goal # 4, Objective # 2, Strategy # 1: LaCoste Elementary will promote effective communication between our school, parents, community, and stakeholders through required parental involvement activities and components for Title 1.

Goal # 4, Objective # 2, Strategy # 2: Implement Parental Involvement Plan for the School Year, including student-led conferences, Classroom Award Ceremonies, and the enhancement of Community Partnerships.

Goal # 4, Objective # 3, Strategy # 1: Teachers and staff will develop a plan to have more family and parent engagement involvement at our campus and virtually.

TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

#1: Recruit, support, and retain teachers and principals
#2: Build a foundation of reading and math
#3: Connect high school to career and college
#4: Improve low-performing schools

THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

#1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
#2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
#3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
#4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.
Objective #2: Students will be encouraged and challenged to meet their full educational potential.
Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration

MVISD

Campus Improvement Plan

Ladera Elementary School

2021-2022

14750 W. Grosenbacher

San Antonio, TX 78245

State ID: 163908107

Mission

The learning community of Ladera Elementary School will cultivate a culture of leaders who love, trust and empower all students to discover their individual version of success.

Vision

Ladera Elementary School will nurture proactive, lifelong learners, promote growth through personal accountabilty and synergetic problem-solving while in a safe, supportive learning environment.

Description

Ladera Elementary School opened its doors in 2021 and serves 566 students in grades Pre-kindergarten through 5th.

Ladera Elementary is a Title I campus.

Demographics

Laera will collaborate using data, observation and resources in order to serve students in meeting their needs.

Student Achievement

There is a need for intervention resources in order to close gaps in student achievement. Professional development will take place for staff to implement appropriately.

School Culture and Climate

Ladera will develop a unified vision to support school culture and climate.

Staff Quality, Recruitment and Retention

Supporting our staff with various opportunities for growth and experience is a priority for Ladera.

Curriculum, Instruction and Assessment

Ladera will need continual supports in order to ensure high-quality delivery and implementation of curriculum and instruction.

Family and Community Engagement

Ladera will establish a variety of committees, systems and procedures to better serve and communicate with our family & community.

School Context and Organization

Ladera will provide consistent and effective systems to our new staff, students, and families.

Technology

Ladera will use professional training and provide resources to support our student population.

CNA Process

Ladera met this summer to assess educational data from both Potranco Elementary and Luckey Ranch Elementary. Using the data and the information provided by the committee, we discussed the climate/culture Ladera will establish for our students, staff & families.

Administrators

Shelly Guinn	Principal
Abel Martinez	Vice Principal

Planning Committee

Member Name	Title
Shelly Guinn	Principal
Kathryn McKinney	4th Grade
Jennifer Pena	Computer Tech
Monica Pedraza	2nd Grade
Nichole Garcia	2nd Grade
Joanna Tiemann	4th Grade
Christine Orozco	Parent & Family Engagement Coordinator
Chasity Calvert	Parent
Magdala Petit-Homme	Parent
Erlinda Rodriguez	Community Member
Temetria Griffin	Community Member

Planning Committee (continued)

Member Name	Title
Tanya Kniffen	Business Rep 2
Jessica Hysell	Business Rep1

Comprehensive Needs Assessment

Demographics

Strengths

1 Ladera is comprised of Highly Qualified Teachers in support of a diverse student population.
2 Gifted and talented push-in services are provided by a GT Specialist.
3 Self-contained, bilingual teachers will provide services to all bilingual students.
4 Special education services are provided in support of all students (ALE, ECSE, BIP, Inclusion and self-contained classes).

Needs

1 Ladera needs to serve students using specific supports (RtI, inclusion, intervention, Reading & Math Specialist supports, etc.) in order to fill gaps due to COVID.
2 Ladera needs to use early dyslexia screening and a specialized curriculum in order to serve dyslexia students.

Summary

Laera will collaborate using data, observation and resources in order to serve students in meeting their needs.

Data

Attendance Data
Discipline Data
Inidividual Student Profiles
Promotion / Retention data
Response to Intervention tracking
Student Demographics
Skyward Data Mining
PEIMS Data Submission Report

Student Achievement

Strengths

1. Ladera anticipates an enrollment of 566 students.
2. Intervention will be provided for students needing support in reading and math.
3. Campus initiatives will be implemented in assisting student achievement (Leader in Me, attendance incentives, benchmark/assessments, awards, etc.).
4. Ladera will hold monthly PLC, RtI and staff meetings using campus and district data used for intervention.

Needs

1. Ladera will provide social and emotional support to students.
2. Ladera will provide reading and math intervention to students needing extra support.
3. Ladera will provide professional/staff development in order to support student achievement.
4. Ladera will provide differentiated instruction to our students.

Summary

There is a need for intervention resources in order to close gaps in student achievement. Professional development will take place for staff to implement appropriately.

Data

Curriculum-Based Assessments
Discipline Data
District-Based Assessments
Formative Assessments
Response to Intervention tracking
Student Achievement Data

School Culture and Climate

Strengths

1 Ladera has the opportunity to develop a strong culture by implementing a theme of, 'Growing Uniquely, Rooted Together' as the foundation.
2 Ladera has developed a vision and mission in unifying our students, staff and community.
3 Ladera will develop family involvement/engagement opportunities in order to build trust and communication.

Needs

1 Ladera will provide schoolwide processes and norms in regards to how we communicate information effectively using various systems.

Summary

Ladera will develop a unified vision to support school culture and climate.

Data

Attendance Data
Classroom Walkthrough Data
Discipline Data
Student Achievement Data
Student Demographics
Climate Survey

Staff Quality, Recruitment and Retention

Strengths

1. Ladera staff offers a plethora of experience, knowledge and expertise.
2. Ladera supports staff through various opportunities for professional growth (mentoring, PLC's, professional/staff development and modeling).

Needs

1. Ladera's growing population will create a need for highly qualified staffing (Dyslexia Specialist, bilingual staff, and other staff supports).
2. Ladera will need to build a system for teacher/staff incentives.

Summary

Supporting our staff with various opportunities for growth and experience is a priority for Ladera.

Data

Attendance Data
Promotion / Retention data
Staff Demographics
TAPR
OnData Suite
Climate Survey

Curriculum, Instruction and Assessment

Strengths

1 Ladera will implement new reading programs such as mClass and Take Flight in order to support students in reading.
2 Ladera will utilize the district's Pacing Guide in order guide their lessons.
3 Ladera will provide differentiated instruction and intervention specific to our student's needs with their academic growth.

Needs

1 Ladera needs to support students within Special Programs using technology programs, intervention and assessment resources.
2 Ladera will need to expand our supplies and instructional supports acquiring manipulatives, equipment, materials and resources.
3 Ladera needs continual staff development in order to ensure a highly qualified staff.

Summary

Ladera will need continual supports in order to ensure high-quality delivery and implementation of curriculum and instruction.

Data

Campus-Based Assessments
Curriculum-Based Assessments
District-Based Assessments
Formative Assessments
Response to Intervention tracking
STAAR / EOC Results
Staff Demographics
Student Achievement Data
Student Demographics
TAPR

Family and Community Engagement

Strengths

1 Ladera will utilize a variety of social media platforms to communicate schoolwide events.
2 Ladera will establish a variety of campus-based committees to better serve our family & community involvement/engagement.
3 Ladera will establish events in order to involve/engage our family and community.

Needs

1 Ladera needs incentives/procedures in order to effectively communicate with our families & community.

Summary

Ladera will establish a variety of committees, systems and procedures to better serve and communicate with our family & community.

Data

Attendance Data
Inidividual Student Profiles
Staff Demographics
Student Achievement Data
TAPR
Skyward Data Mining
Climate Survey

School Context and Organization

Strengths

1. Ladera will establish and implement policies and procedures.
2. Lader will establish effective communication with staff, students, parents and the community.
3. Ladera will implement Leader in Me in order to develop leadership skills.
4. The leadership team provides a variety of skills, strengths, and experiences to offer to the students and staff of Ladera.

Needs

1. Ladera needs to effectively develop, communicate and practice systems.
2. Ladera needs to create norms and expectations for campus-based committees.

Summary

Ladera will provide consistent and effective systems to our new staff, students, and families.

Data

Skyward Data Mining

Climate Survey

Technology

Strengths

1 Ladera will utilize two computer labs in order to provide technology for all students using a rotation schedule.
2 All staff members will access technology using provided tools such as View Sonics, laptops and four students devices per classroom.

Needs

1 Ladera will provide support and training in technology to all staff, by identifying their level of need and experience.
2 Ladera will provide specific instructional or intervention programs.
3 Ladera will train their teachers on the utilization of educational software for progress monitoring.

Summary

Ladera will use professional training and provide resources to support our student population.

Data

Campus-Based Assessments
Curriculum-Based Assessments
Response to Intervention tracking
Student Achievement Data
Student Demographics
PEIMS Data Submission Report
Climate Survey

Priority Needs

A: Demographics

- A1 Ladera needs to serve students using specific supports (RtI, inclusion, intervention, Reading & Math Specialist supports, etc.) in order to fill gaps due to COVID.
- A2 Ladera needs to use early dyslexia screening and a specialized curriculum in order to serve dyslexia students.

B: Student Achievement

- B1 Ladera will provide social and emotional support to students.
- B2 Ladera will provide reading and math intervention to students needing extra support.
- B4 Ladera will provide differentiated instruction to our students.

C: School Culture and Climate

- C1 Ladera will provide schoolwide processes and norms in regards to how we communicate information effectively using various systems.

D: Staff Quality, Recruitment and Retention

- D1 Ladera's growing population will create a need for highly qualified staffing (Dyslexia Specialist, bilingual staff, and other staff supports).
- D2 Ladera will need to build a system for teacher/staff incentives.

E: Curriculum, Instruction and Assessment

- E1 Ladera needs to support students within Special Programs using technology programs, intervention and assessment resources.
- E2 Ladera will need to expand our supplies and instructional supports acquiring manipulatives, equipment, materials and resources.
- E3 Ladera needs continual staff development in order to ensure a highly qualified staff.

F: Family and Community Engagement

- F1 Ladera needs incentives/procedures in order to effectively communicate with our families & community.

G: School Context and Organization

- G1 Ladera needs to effectively develop, communicate and practice systems.
- G2 Ladera needs to create norms and expectations for campus-based committees.

H: Technology

- H1 Ladera will provide support and training in technology to all staff, by identifying their level of need and experience.

H2 Ladera will provide specific instructional or intervention programs.

H3 Ladera will train their teachers on the utilization of educational software for progress monitoring.

Goals

Goal #1: Ladera Elementary will recruit and support highly qualified teachers to provide high-quality instruction to our growing population.

MVISD Strategic Plan Goal(s) Addressed by Goal 1

Funding: Ensures proper allocation of funds to support all areas of the district.

Growth: Takes a proactive role in planning for our rapidly growing population

Staffing: Recruits and retains quality staff while offering professional development and leadership opportunities.

Goal #2: Ladera Elementary will provide a quality instructional program that meets the needs of all students. LES will increase academic achievement for all students while closing the achievement gap.

MVISD Strategic Plan Goal(s) Addressed by Goal 2

Class/Course Offerings: Provides a variety of academic and extracurricular activities that promote well-rounded, career-minded students.

Legislative: Exceeds federal/state/local legislative requirements to develop an educational journey for each student's interests and success.

Goal #3: Ladera Elementary will communicate with all stakeholders.

MVISD Strategic Plan Goal(s) Addressed by Goal 3

Communication/Involvement: Fosters an environment of parental and community involvement through open communication.

Technology: Provides relevant and reliable technology for staff, students, and guests

Funding: Ensures proper allocation of funds to support all areas of the district.

Facilities/Infrastructure: Provides and maintains appropriate facilities for district programs.

Communication/Involvement: Fosters an environment of parental and community involvement through open communication.

Staffing: Recruits and retains quality staff while offering professional development and leadership opportunities.

Goal #4: Ladera Elementary will provide an educational environment that reflects a commitment to safety, security, and high standards of excellence and citizenship for our students, staff, and parents.

MVISD Strategic Plan Goal(s) Addressed by Goal 4

Class/Course Offerings: Provides a variety of academic and extracurricular activities that promote well-rounded, career-minded students.

Facilities/Infrastructure: Provides and maintains appropriate facilities for district programs.

Legislative: Exceeds federal/state/local legislative requirements to develop an educational journey for each student's interests and success.

Technology: Provides relevant and reliable technology for staff, students, and guests

Goal #5: Ladera Elementary will create a positive representation of the campus, by nurturing a school climate and culture that fosters caring and supportive relationships among all stakeholders.

MVISD Strategic Plan Goal(s) Addressed by Goal 5

Growth: Takes a proactive role in planning for our rapidly growing population

Funding: Ensures proper allocation of funds to support all areas of the district.

Class/Course Offerings: Provides a variety of academic and extracurricular activities that promote well-rounded, career-minded students.
Communication/Involvement: Fosters an environment of parental and community involvement through open communication.
Technology: Provides relevant and reliable technology for staff, students, and guests
Facilities/Infrastructure: Provides and maintains appropriate facilities for district programs.
Legislative: Exceeds federal/state/local legislative requirements to develop an educational journey for each student's interests and success.
Staffing: Recruits and retains quality staff while offering professional development and leadership opportunities.

Actions

Goal #1: Ladera Elementary will recruit and support highly qualified teachers to provide high-quality instruction to our growing population.

Objective #1: Ladera Elementary will hire qualified teachers and specialists.

1	**Action:** We will assign mentors to new staff members. [Critical Success Factors [Critical Success Factors 7]] **Needs:** D1; D2;	**Person(s) Responsible:** Principal Vice-Principal Mentor Teachers New Teachers	**Funding/FTEs:** Title II, Part A Funds $2,000.00
	Evidence of Implementation: Scheduled meetings and teacher growth	**Ongoing Evaluation Method:** Walkthroughs Staff Meetings PLC's	**Final Evaluation Method:** Discussion Evaluation Process
	Timeline: 8/5/2021 - 5/27/2022 (Bi-Monthly)		**Resources:** Mentors, Mentees & Academic Coordinator;

Goal #1: Ladera Elementary will recruit and support highly qualified teachers to provide high-quality instruction to our growing population.

Objective #2: We will support our teachers implementing RtI.

1	**Action:** The RTI process will be used to monitor student progress. Documentation will be used to set goals, create strategies, and outcomes for changes in the RTI Process during meetings. [Critical Success Factors [Critical Success Factors 1, 2, 4]] **Needs:** A1; A2; B2; E1;	**Person(s) Responsible:** Campus Administration, Instructional Specialists, Teachers, Dyslexia Specialist.	**Funding/FTEs:** State Comp Ed Funds $1,000.00; Special Ed Funds $1,000.00; Title II, Part A Funds $1,000.00
	Evidence of Implementation: Documentation will be taken by teachers on student interventions.	**Ongoing Evaluation Method:** Common Assessments and Teacher create assessments will be used.	**Final Evaluation Method:** STAAR, Benchmarks, and EOY assessments.
	Timeline: 8/17/2021 - 7/1/2022 (On-going)		

Goal #1: Ladera Elementary will recruit and support highly qualified teachers to provide high-quality instruction to our growing population.

Objective #3: We will obtain the appropriate resources and interventions in order to support our staff.

1	**Action:** Teachers will collect data using current resources which include Istation, Envision, utilizing Instructional specialist to make informed decisions on resources needed to improve student achievement. [Critical Success Factors [Critical Success Factors 1, 2]] **Needs:** A1; B2; B4; E2;	**Person(s) Responsible:** Instructional Specialist, Campus Administration	**Funding/FTEs:** State Comp Ed Funds $1,000.00; Local Funds; Title I, Part A Funds; Education Foundation Funds $1,000.00
	Evidence of Implementation: Reports from programs being used.	**Ongoing Evaluation Method:** Data reports from Instructional Specialists.	**Final Evaluation Method:** Benchmarks, STAAR, Common Assessments.
	Timeline: 8/17/2021 - 7/1/2022 (On-going)		**Resources:** Istation, Envision;

Goal #1: Ladera Elementary will recruit and support highly qualified teachers to provide high-quality instruction to our growing population.

Objective #4: We will support our staff through professional development opportunities.

1	**Action:** Professional development will be provided for our teachers through multiple avenues including, but not limited to, PLC's, staff developments and Region 20. [Critical Success Factors [Critical Success Factors 1, 4, 7]] **Needs:** E3; H1;	**Person(s) Responsible:** Campus Administration, Instructional Specialists, Teachers.	**Funding/FTEs:** State Comp Ed Funds $1,000.00; Title II, Part A Funds $1,000.00; Local Funds $1,000.00; Title I, Part A Funds $1,000.00; Title I, Part C-Migrant $1,000.00
	Evidence of Implementation: Sign-In Sheets and Certificates of completion	**Ongoing Evaluation Method:** Sign-In Sheets, Teacher Feedback, Certificates of completion.	**Final Evaluation Method:** Documentation of Certificates, student progress.
	Timeline: 7/1/2021 - 7/1/2022 (On-going)		

Goal #2: Ladera Elementary will provide a quality instructional program that meets the needs of all students. LES will increase academic achievement for all students while closing the achievement gap.

Objective #1: Strengthen student reading and math skills by providing schoolwide initiatives.

1	**Action:** Ladera will continue to support our Campus Instructional Specialists to assist with providing students the necessary support for those core subjects. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4]] **Needs:** A1; E1; E3;	**Person(s) Responsible:** Campus Administration	**Funding/FTEs:** Title I, Part A Funds 1.38 FTEs
	Evidence of Implementation: Campus Evaluations and student academic performance.	**Ongoing Evaluation Method:** Leadership Meetings	**Final Evaluation Method:** Campus Evaluations and student academic performance.
	Timeline: 8/17/2021 - 7/1/2022 (Annually)		

Goal #2: Ladera Elementary will provide a quality instructional program that meets the needs of all students. LES will increase academic achievement for all students while closing the achievement gap.

Objective #2: We will support student achievement by providing additional support services.

1	**Action:** College and Career Readiness will be promoted through various avenues, including designated college spirit days, counselor presentations, and classroom teacher discussions. [Critical Success Factors [Critical Success Factors 6]] **Needs:** B1;	**Person(s) Responsible:** Counselor, Campus Administration, Teachers	**Funding/FTEs:** Local Funds $1,000.00; State Comp Ed Funds $2,000.00
	Evidence of Implementation: Schoolwide participation.	**Ongoing Evaluation Method:** Monitory student, parents and teacher participation.	**Final Evaluation Method:** Collection of data from surveys submitted by parents, faculty and students.
	Timeline: 8/17/2021 - 7/1/2022 (On-going)		
2	**Action:** Ladera will use its Master Schedule to include intervention time, where teachers and tutors can work with low-performing or at-risk students in grades K-5. [Critical Success Factors [Critical Success Factors 1, 4]] **Needs:** A1; A2; B4; H2;	**Person(s) Responsible:** Campus Administration, Instructional Specialists, Teachers	**Funding/FTEs:** Local Funds $1,000.00; State Comp Ed Funds $2,000.00; ESSER-American Rescue Plan
	Evidence of Implementation: Tutoring Logs, Student Sign-In Logs,	**Ongoing Evaluation Method:** Istation, Bench Marks, Common Assessments	**Final Evaluation Method:** STAAR, EOY Assessments
	Timeline: 8/31/2021 - 7/1/2022 (Daily)		
3	**Action:** Identify and provide academic support, but not limited to tutoring, for struggling students. [Critical Success Factors [Critical Success Factors 1, 4]] **Needs:** B4; H2;	**Person(s) Responsible:** Administrators, Counselors, Teachers	**Funding/FTEs:** Local Funds; State Comp Ed Funds $5,000.00; 4.00 FTEs; Bilingual/ELL; Title I, Part A Funds 0.25 FTEs; Title III, Part A Funds
	Evidence of Implementation: Sign-In Sheets, list of identified students, counseling logs, and purchase orders.	**Ongoing Evaluation Method:** Sign-in sheets, list of identified students and review of data.	**Final Evaluation Method:** Academic growth of identified students
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		

Goal #2: Ladera Elementary will provide a quality instructional program that meets the needs of all students. LES will increase academic achievement for all students while closing the achievement gap.

Objective #3: We will encourage student leadership by promoting Leader in Me.

1	**Action:** Leader in Me will be included in the Master Schedule to promote student leadership. [Critical Success Factors [Critical Success Factors 3, 5]] **Needs:** B1; C1; F1;	**Person(s) Responsible:** Campus Administration	**Funding/FTEs:** State Comp Ed Funds $1,000.00
	Evidence of Implementation: Student Surveys, Teacher Surveys, Classroom Atmosphere	**Ongoing Evaluation Method:** Walkthroughs during the Leader In Me scheduled time	**Final Evaluation Method:** Student Feedback
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		

Goal #3: Ladera Elementary will communicate with all stakeholders.

Objective #1: We will establish effective communication processes to all stakeholders.

1	**Action:** Ladera will create a Leadership Team: which includes Administration, Teachers, Community Members and Parents, that will use data from our district and community to create our CNA/CIP. [Critical Success Factors [Critical Success Factors 1, 2, 3, 5, 6]] **Needs:** G1; G2; [Title I Components CNA, CIP]	**Person(s) Responsible:** Campus Administration, Teachers, Community Members, Parents	**Funding/FTEs:** Local Funds $1,000.00; State Comp Ed Funds $1,000.00
	Evidence of Implementation: Sign in Sheets	**Ongoing Evaluation Method:** On going sign in sheets.	**Final Evaluation Method:** Completed CNA
	Timeline: 7/1/2021 - 7/1/2022 (Annually)		

Goal #3: Ladera Elementary will communicate with all stakeholders.

Objective #2: We will establish processes to involve parental engagement and involvement.

1	**Action:** Ladera Elementary will conduct school family nights, at least one per semester, to address academic and social-emotional needs of learners and ways to offer support to families and their children. [Critical Success Factors [Critical Success Factors 5, 6]] **Needs:** F1; G1; G2; [Title I Components Evaluation]	**Person(s) Responsible:** Instructional Specialists, Counselor, Social Worker & Campus Administration	**Funding/FTEs:** Title I, Part A Funds $700.00; 0.125 FTEs; Title III, Part A Funds
	Evidence of Implementation: Ladera will see improved student behavior and academic performance, due to the building of school-parent relationships.	**Ongoing Evaluation Method:** Surveys after each event.	**Final Evaluation Method:** Collection of data from events held on campus.
	Timeline: 8/20/2021 - 7/1/2022 (Bi-Annually)		

Goal #3: Ladera Elementary will communicate with all stakeholders.

Objective #3: We will communicate procedures and norms in order to establish a safe environment for all.

1	**Action:** Ladera will communicate procedures and norms to all stakeholders through various methods including email, newsletters, social media and the campus website. [Critical Success Factors [Critical Success Factors 5]] **Needs:** F1; G1; G2; [Title I Components Evaluation]	**Person(s) Responsible:** Campus Administration, Campus Technology Teacher, Counselor and Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Information being posted on the various methods for communication.	**Ongoing Evaluation Method:** Monitoring of the usage and posts of information.	**Final Evaluation Method:** Surveys
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		

Goal #4: Ladera Elementary will provide an educational environment that reflects a commitment to safety, security, and high standards of excellence and citizenship for our students, staff, and parents.

Objective #1: Students will participate in curriculum and programs that address anti-bullying, drug-awareness, and character education.

1	**Action:** Students and staff will conduct and participate in Red-Ribbon week activities to teach students about the dangers of various drugs. [Critical Success Factors [Critical Success Factors 6]] **Needs:** B1;	**Person(s) Responsible:** Campus Administrators, Counselor & Social Worker	**Funding/FTEs:** Local Funds 1.00 FTEs
	Evidence of Implementation: Reduction of incidents involving drugs.	**Ongoing Evaluation Method:** Discipline Reports	**Final Evaluation Method:** Data collected from drug related incidents on campus.
	Timeline: 8/17/2021 - 7/1/2022 (Annually)		

2	**Action:** Ladera Elementary will provide social skills/character education lessons for students. [Critical Success Factors [Critical Success Factors 6]] **Needs:** B1; G1;	**Person(s) Responsible:** Counselor	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Ladera will send out a student survey on school culture.	**Ongoing Evaluation Method:** Student surveys	**Final Evaluation Method:** Collection of data from surveys sent to students.
	Timeline: 8/17/2021 - 7/1/2022 (On-going)		

3	**Action:** Ladera Elementary will reduce class-sizes in first and second-grades in order to fill gaps due to extenuating circumstances. [Critical Success Factors [Critical Success Factors 1]] **Needs:** A1; B2; E1; H2;	**Person(s) Responsible:** Administration	**Funding/FTEs:** State Comp Ed Funds 1.00 FTEs
	Evidence of Implementation: Class Size of Rosters & Master Schedule	**Ongoing Evaluation Method:** Performance Collection of Student Data	**Final Evaluation Method:** Collections of Student Data
	Timeline: 7/1/2021 - 7/1/2022 (Annually)		**Resources:** Human Resources, Master Schedule, Skyward Data Mining;

Goal #4: Ladera Elementary will provide an educational environment that reflects a commitment to safety, security, and high standards of excellence and citizenship for our students, staff, and parents.

Objective #2: Ladera will Implement and maintain the campus emergency management plan.

1	**Action:** Ladera Elementary will train all staff on emergency and crisis plan procedures. **Needs:** G1; G2;	**Person(s) Responsible:** Campus Administrators, Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Staff will efficiently and effectively conduct drills for safety consistently.	**Ongoing Evaluation Method:** Ladera will continue to conduct drills during the year.	**Final Evaluation Method:** Collection of data of drills performed on campus.
	Timeline: 8/17/2021 - 7/1/2022 (On-going)		**Resources:** Fire Drill Maps, Standard Response Protocol Posters;

2	**Action:** Ladera Elementary will utilize the Raptor visitor management badge system. **Needs:** G1;	**Person(s) Responsible:** Office Staff	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Every visitor on campus will have a badge when entering the campus.	**Ongoing Evaluation Method:** Consistently monitoring the use of the raptor badge system.	**Final Evaluation Method:** Using reports from Raptor.
	Timeline: 8/20/2021 - 7/1/2022 (Daily)		**Resources:** Raptor System;

3	**Action:** Ladera Elementary will share information on current COVID Protocols the District has on the school website and social media. **Needs:** F1; G1;	**Person(s) Responsible:** Campus Administration, Counselor, Nurse, Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Information will be available on school website and social media.	**Ongoing Evaluation Method:** COVID Protocols will be updated consistently on school website and social media.	**Final Evaluation Method:** Report on information for COVID Protocols will be pulled from school website.
	Timeline: 8/17/2021 - 7/1/2022 (On-going)		

Goal #5: Ladera Elementary will create a positive representation of the campus, by nurturing a school climate and culture that fosters caring and supportive relationships among all stakeholders.

Objective #1: Ladera will invest time, create mentor partnerships and encourage training opportunities including campus and district professional development and Region 20 training for continued teacher quality improvement.

1	**Action:** Provide mentors for new teachers, and teachers in their first year at the campus, to offer input, feedback and guidance for classroom success. [Critical Success Factors [Critical Success Factors 3, 6, 7]] **Needs:** D1; D2;	**Person(s) Responsible:** Campus Administrators, Counselor, Mentors & Instructional Specialists	**Funding/FTEs:** Local Funds; Title II, Part A Funds
	Evidence of Implementation: Teacher confidence about their classroom management and teaching abilities will improve. Student performance on campus, district and state assessments will improve.	**Ongoing Evaluation Method:** Staff climate and culture survey, Eduphoria! STRIVE Goals, and Mentee Feedback.	**Final Evaluation Method:** Completion of STRIVE Goals on Eduphoria
	Timeline: 8/20/2021 - 7/1/2022 (Weekly)		

2	**Action:** TTESS appraisers will meet with teachers to discuss personal and professional goals; offer support, and give guiding feedback based on walk-throughs and observations. Appraisers will address instructional needs to help classroom educators improve their craft and facilitate student growth. [Critical Success Factors [Critical Success Factors 6, 7]] **Needs:** D1; D2;	**Person(s) Responsible:** Campus Administrators	**Funding/FTEs:** Local Funds; Title II, Part A Funds
	Evidence of Implementation: Teachers show a positive attitude about coming to work, execute meaningful lessons for students, as well as pursuing professional development opportunities as lifelong learners.	**Ongoing Evaluation Method:** TTESS Walkthroughs	**Final Evaluation Method:** TTESS End of year Conference
	Timeline: 8/17/2021 - 7/1/2022 (On-going)		**Resources:** TTESS Rubric;

Goal #5: Ladera Elementary will create a positive representation of the campus, by nurturing a school climate and culture that fosters caring and supportive relationships among all stakeholders.

Objective #2: Ladera will provide excellent customer service to all its stakeholders, engage families in the education of their children and celebrate accomplishments of students and staff within the local and global community.

1	**Action:** Ladera Elementary will use its school website, S'More newsletter, Facebook, Twitter and Instagram to spread positive messages about the work being achieved by students, teacher and campus support staff. [Critical Success Factors [Critical Success Factors 5, 6]] **Needs:** E3; G1; H3;	**Person(s) Responsible:** Campus Administration, Counselor, Campus Technology Representative	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Promotion of positive attitudes and communications by families, district stakeholders, and community members.	**Ongoing Evaluation Method:** Continued promotion on social media and campus website.	**Final Evaluation Method:** Collection of data of positive information from social media and campus website.
	Timeline: 8/20/2021 - 7/1/2022 (Weekly)		

2	**Action:** Ladera Elementary will provide excellent customer service to all stakeholders, using clear and courteous communication, prompt responses to inquiries, and welcoming staff who are eager to assist visitors. [Critical Success Factors [Critical Success Factors 5, 6]] **Needs:** C1; D2;	**Person(s) Responsible:** Receptionist, Campus Administration	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Improved school reputation.	**Ongoing Evaluation Method:** Parent surveys on school reputation.	**Final Evaluation Method:** Collection of data of surveys sent to parents.
	Timeline: 8/17/2021 - 7/1/2022 (Daily)		

Funding

Bilingual/ELL		
Education Foundation Funds	$1,000.00	
ESSER-American Rescue Plan		
Local Funds	$4,000.00	1.00 FTEs
State Comp Ed Funds	$14,000.00	5.00 FTEs
Special Ed Funds	$1,000.00	
Title I, Part A Funds	$1,700.00	1.76 FTEs
Title I, Part C-Migrant	$1,000.00	
Title II, Part A Funds	$4,000.00	
Title III, Part A Funds		

Title I

This Organization is consolidating the following funds: N/A

Element 1: Comprehensive Needs Assessment

Conduct a Comprehensive Needs Assessment

Goal # 3, Objective #1 , Strategy # 1: Ladera will create a Leadership Team: which includes Administration, Teachers, Community Members and Parents, that will use data from our district and community to create our CNA/CIP.

Element 2: Schoolwide Plan

Prepare a Comprehensive Schoolwide Plan

Goal # 3, Objective #1 , Strategy # 1: Ladera will create a Leadership Team: which includes Administration, Teachers, Community Members and Parents, that will use data from our district and community to create our CNA/CIP.

Element 3: Parent and Family Engagement

Implement programs, activities, and procedures for the involvement of parents and family members

Goal # 3, Objective # 2, Strategy # 1: Ladera Elementary will conduct school family nights, at least one per semester, to address academic and social-emotional needs of learners and ways to offer support to families and their children.

Goal # 3, Objective # 3, Strategy # 1: Ladera will communicate procedures and norms to all stakeholders through various methods including email, newsletters, social media and the campus website.

TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

#1: Recruit, support, and retain teachers and principals
#2: Build a foundation of reading and math
#3: Connect high school to career and college
#4: Improve low-performing schools

THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

#1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
#2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
#3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
#4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.
Objective #2: Students will be encouraged and challenged to meet their full educational potential.
Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration

MVISD

Campus Improvement Plan

Luckey Ranch Elementary School

2021-2022

12045 Luckey River

San Antonio, TX 78252

State ID: 163908106

Mission

In partnership with our community, Luckey Ranch E.S. will empower our students to be accountable for learning through a nurturing and inclusive environment. All students will excel and be able to lead, learn, and love.

Vision

At Luckey Ranch Elementary, we envision a school of well-rounded, productive citizens. Our students, staff, and community will encourage lifelong leaders and learners through a positive culture that embraces the skills of the 21st century.

Description

Luckey Ranch Elementary School opened its doors in 2018 and serves 600 students in grades PreK through 5th . The student population is 9.8% African American, 66% Hispanic, 19.1% White, 1% American Indian, 1.6% Asian, 2.2% Two Or more Races, 48% Male, 53% Female. Luckey Ranch Elementary School serves 13.6% Special Education students, 53.08% Economically Disadvantaged students, 65% At-Risk students. The average attendance rate for students is 96%.

Luckey Ranch Elementary School

Luckey Ranch E.S. opened its doors for students in the 2018-19 school year. The school is the fourth elementary in the Medina Valley ISD and has experienced rapid g

Title I Campus

Luckey Ranch Elementary is a Title I Campus.

Demographics

The campus will continue to provide support to all students including targeted intervention.

Student Achievement

For continued student academic success, an effort to reach every student will continue through targeted intervention through specialists and interventionists.

School Culture and Climate

LRE will continue to develop our culture and identity through consistent integration of the Leader in Me process. LRE will continue to provide opportunities for student success with positive interactions.

Staff Quality, Recruitment and Retention

LRE teachers will continue to have quality campus staff development based on campus and student need. LRE will continue to provide recognition and incentives to staff.

Curriculum, Instruction and Assessment

Luckey Ranch E.S. data indicate consistent and successful Tier I instruction in all classrooms; however, continued growth in Tier II-III instruction will need to be supported through teachers, specialists, and interventionists through professional learning communities, technology, and professional development.

Family and Community Engagement

LRE will continue to identify multiple ways for the community to participate, engage, and build relationships; all while supporting our student academic growth.

School Context and Organization

LRE will provide consistent communication to new staff, students, and families regarding the policies and procedures established at Luckey Ranch Elementary. Undeviating follow through and communication will continue throughout the year to support teachers, students, and families.

Technology

LRE will use teacher modeling and tiered/leveled professional training to support the growing population of our school.

Special Programs

Addressing Needs of Students At-Risk of Not Meeting State Standards

The campus leadership team monitors and addresses students who are at risk of not meeting state standards by reviewing trends and patterns on state and benchmark assessments, RTI documentation, and then providing academic support, small group instruction, opportunities for instruction with math and reading specialists, and before/after school tutoring.

CNA Process

Committees are formed on the campus to collect and review data to help guide decision making. The data helps schools monitor and assess the impact of programs, instruction, and other resources related to student achievement by developing a school profile. When conducted thoroughly, the CNA tool provides schools with identified strengths and weaknesses and specifies priorities for addressing student achievement and meeting challenging academic and performance standards.

While there may be specific times during the school year when targeted data analysis occurs, the data collection and analysis process is ongoing to ensure that progress toward the school's objectives, goals, mission and vision are being realized.

Administrators

Georgia Neuman	Principal
Rebecca Holler	Vice Principal

Planning Committee

Member Name	Title
Pamela McKee	5th grade grade level chair
Tricia Plate	Grade-Level Chair 4th
Janet Crawford	Grade-Level Representative SpEd/Specials
Kimberly Arthur	Grade-Level Chair 3rd
Amanda Gonzalez	GLC 5th Grade
Karen Neuman	GLC- 2nd Grade
Kari Cordova	GLC- 1st Grade
Breanne Evans	GLC- PK
Kate Cantu	GLC- K
Deanna Acree	SpEd Chair
Elizabeth Floyd	
Jennifer Salinas	
Jerry Guinn	
Erlinda Rodriguez	
Amber Tschirhart Carroll	Texas Cheer and Tumbling
Aaron Holler	Art oF Holler Music

Comprehensive Needs Assessment

Demographics

Strengths

1 LRE is comprised of Highly Qualified Teachers who collaboratively support a diverse population through tiered instruction.
2 Students are provided additional support through intervention and specialist teachers on campus.

Needs

1 LRE will continue to provide more opportunities for all students to have more academic support through intervention.
2 LRE needs to continue with early dyslexia screening, use of dyslexia curriculum, and implement the standard Dyslexia Protocol.

Summary

The campus will continue to provide support to all students including targeted intervention.

Data

Attendance Data
Student Demographics
Inidividual Student Profiles
Skyward Data Mining
TAPR
Formative Assessments
Staff Demographics
OnData Suite
PEIMS Data Submission Report

Student Achievement

Strengths

1 Luckey Ranch E.S. utilizes specialists and interventionists that include Reading and Math pull-out.

2 Luckey Ranch E.S. data indicates that STAAR scores are above the state average for fourth and fifth-grade reading, math, and science.

Needs

1 LRE needs to support students in writing as indicated by data from 4th grade STAAR 2019.

2 LRE needs to support students in Kindergarten-second grade, and 4th grade to increase reading levels consistent with 80% on grade-level performance.

3 LRE needs to support students in 2nd-5th grade in understanding and applying LRE identified reading and math strategies.

Summary

For continued student academic success, an effort to reach every student will continue through targeted intervention through specialists and interventionists.

Data

Promotion / Retention data

Response to Intervention tracking

Campus-Based Assessments

Classroom Walkthrough Data

Curriculum-Based Assessments

District-Based Assessments

Formative Assessments

Student Achievement Data

School Culture and Climate

Strengths

1 LRE embraces the rich culture of MVISD while developing a strong campus culture with a unique identity.

2 Luckey Ranch E.S. teachers and staff are committed to the academic, social, and emotional development of all students.

Needs

1 LRE staff will need continued support to integrate Leader in Me with consistency and fidelity to give students and parents a voice on our campus.

2 LRE staff will promote positive interactions and recognition for student accomplishments while continuing the district-wide discipline plan.

Summary

LRE will continue to develop our culture and identity through consistent integration of the Leader in Me process. LRE will continue to provide opportunities for student success with positive interactions.

Data

Student Demographics

Climate Survey

Staff Quality, Recruitment and Retention

Strengths

1 LRE is staffed with new and seasoned teachers to provide quality education to all students.

Needs

1 LRE will need to conduct thorough reference checks and in-depth interviews with a committee consisting of teachers from various grade levels.
2 LRE will continue to build on staff morale with recognition and incentives.
3 LRE will have quality staff development on various topics based on the needs of students.

Summary

LRE teachers will continue to have quality campus staff development based on campus and student need. LRE will continue to provide recognition and incentives to staff.

Data

Staff Demographics
OnData Suite
Climate Survey

Curriculum, Instruction and Assessment

Strengths

1. Luckey Ranch E.S. provides the TEKS Resource System to support curriculum planning, instruction, and student assessment.
2. Luckey Ranch E.S. provides teachers and students with personnel such as a math/reading specialists and reading/math interventionists to support curriculum, instruction, and student assessment.
3. LRE utilizes several academic areas of support including Daily 5, Fundamental 5, Enrichment Training with Depth of Complexity. LRE utilizes technology including computer labs, SeeSaw, Google Classrooms, and Istation.

Needs

1. Luckey Ranch E.S. needs to provide additional training to all staff on the use of or access to various curriculum resources.
2. Luckey Ranch E.S. needs to provide teacher strategies in the instruction of the campus-wide problem-solving strategies to support and increase student achievement.
3. Luckey Ranch E.S. needs to support the Professional Learning Community (PLC) model to increase teacher effectiveness and student achievement.

Summary

Luckey Ranch E.S. data indicate consistent and successful Tier I instruction in all classrooms; however, continued growth in Tier II-III instruction will need to be supported through teachers, specialists, and interventionists through professional learning communities, technology, and professional development.

Data

Campus-Based Assessments
Classroom Walkthrough Data
Curriculum-Based Assessments
District-Based Assessments
STAAR / EOC Results
Student Achievement Data
Student Demographics
TAPR

Family and Community Engagement

Strengths

1 In our fourth year, LRE will continue to grow in the ability to build relationships and trust within the school community.

2 LRE continues to offer parents and community to participate in a monthly choir presentation after school, as well as end of year award ceremonies.

Needs

1 LRE will need to identify multiple ways for the community to participate in engaging with the school to build relationships and support student growth.

Summary

LRE will continue to identify multiple ways for the community to participate, engage, and build relationships; all while supporting our student academic growth.

Data

Attendance Data

Student Demographics

Climate Survey

School Context and Organization

Strengths

1 Campus has established and implemented policies and procedures for arrival, dismissal, lock down, fire drill, hallway behavior, and lunch expectations.

2 LRE has established a uniform way of communicating with staff, parents, and the community through the use of our district email.

Needs

1 Due to LRE's high mobility rate, LRE needs to create a welcome packet for students and parents addressing communication, procedures, upcoming events, etc.

Summary

LRE will provide consistent communication to new staff, students, and families regarding the policies and procedures established at Luckey Ranch Elementary. Undeviating follow through and communication will continue throughout the year to support teachers, students, and families.

Data

Skyward Data Mining

Climate Survey

Technology

Strengths

1. Using a rotation schedule of implementing two computer labs, LRE provides access to technology for all students.
2. Family nights(STEM and Literacy) include activities integrated with technology.
3. Each classroom teacher has access to a View Sonic and laptop and a minimum of 4 students devices.
4. 75% of our LRE parents get their information from our district website and 95% have technology access at home.

Needs

1. LRE will provide tiered/leveled training to new and existing staff on the technology purchased and integrate within lesson plans for students.
2. LRE will continue to identify new and existing staff from beginning to intermediate learners/facilitators to demonstrate proficiency to become technology coaches.

Summary

LRE will use teacher modeling and tiered/leveled professional training to support the growing population of our school.

Data

Student Demographics

Climate Survey

Priority Needs

A: Demographics

A1 LRE will continue to provide more opportunities for all students to have more academic support through intervention.

A2 LRE needs to continue with early dyslexia screening, use of dyslexia curriculum, and implement the standard Dyslexia Protocol.

B: Student Achievement

B1 LRE needs to support students in writing as indicated by data from 4th grade STAAR 2019.

B2 LRE needs to support students in Kindergarten-second grade, and 4th grade to increase reading levels consistent with 80% on grade-level performance.

B3 LRE needs to support students in 2nd-5th grade in understanding and applying LRE identified reading and math strategies.

C: School Culture and Climate

C1 LRE staff will need continued support to integrate Leader in Me with consistency and fidelity to give students and parents a voice on our campus.

D: Staff Quality, Recruitment and Retention

D1 LRE will need to conduct thorough reference checks and in-depth interviews with a committee consisting of teachers from various grade levels.

E: Curriculum, Instruction and Assessment

E1 Luckey Ranch E.S. needs to provide additional training to all staff on the use of or access to various curriculum resources.

E2 Luckey Ranch E.S. needs to provide teacher strategies in the instruction of the campus-wide problem-solving strategies to support and increase student achievement.

E3 Luckey Ranch E.S. needs to support the Professional Learning Community (PLC) model to increase teacher effectiveness and student achievement.

F: Family and Community Engagement

F1 LRE will need to identify multiple ways for the community to participate in engaging with the school to build relationships and support student growth.

H: Technology

H1 LRE will provide tiered/leveled training to new and existing staff on the technology purchased and integrate within lesson plans for students.

Goals

Goal #1: Recruit, support, and retain teachers who support a diverse population through tiered instruction for all students.

MVISD Strategic Plan Goal(s) Addressed by Goal 1

Growth: Takes a proactive role in planning for our rapidly growing population

Funding: Ensures proper allocation of funds to support all areas of the district.

Goal #2: Luckey Ranch Elementary will provide academic support, specifically in reading and math, to enhance learning and opportunities for all students.

MVISD Strategic Plan Goal(s) Addressed by Goal 2

Class/Course Offerings: Provides a variety of academic and extracurricular activities that promote well-rounded, career-minded students.

Technology: Provides relevant and reliable technology for staff, students, and guests

Staffing: Recruits and retains quality staff while offering professional development and leadership opportunities.

Growth: Takes a proactive role in planning for our rapidly growing population

Funding: Ensures proper allocation of funds to support all areas of the district.

Goal #3: Luckey Ranch Elementary will continue to provide training with technology to our teachers and staff for continued academic support for our students.

MVISD Strategic Plan Goal(s) Addressed by Goal 3

Growth: Takes a proactive role in planning for our rapidly growing population

Class/Course Offerings: Provides a variety of academic and extracurricular activities that promote well-rounded, career-minded students.

Technology: Provides relevant and reliable technology for staff, students, and guests

Funding: Ensures proper allocation of funds to support all areas of the district.

Communication/Involvement: Fosters an environment of parental and community involvement through open communication.

Goal #4: Staff will consistently integrate the Leader in Me habits to give students and parents voice at Luckey Ranch Elementary.

MVISD Strategic Plan Goal(s) Addressed by Goal 4

Class/Course Offerings: Provides a variety of academic and extracurricular activities that promote well-rounded, career-minded students.

Communication/Involvement: Fosters an environment of parental and community involvement through open communication.

Actions

Goal #1: Recruit, support, and retain teachers who support a diverse population through tiered instruction for all students.

Objective #1: Hire qualified/specialized staff for growing population of Luckey Ranch Elementary.

1	**Action:** We will actively recruit, hire, and retain qualified teachers to meet the growth of Luckey Ranch Elementary School. [Critical Success Factors [Critical Success Factors 1, 6, 7]] **Needs:** D1;	**Person(s) Responsible:** Campus Principal	**Funding/FTEs:** Local Funds $200.00
	Evidence of Implementation: Staff Roster	**Ongoing Evaluation Method:** Staff Roster	**Final Evaluation Method:** Staff Roster
	Timeline: 7/1/2021 - 6/30/2022 (On-going)		**Resources:** Human Resource applications and job fairs.;

2	**Action:** Provide teachers with academic support with math specialist, reading specialist, family/engagement coordinator, and pre-k aides. **Needs:** E2; E3; H1;	**Person(s) Responsible:** Campus Admin	**Funding/FTEs:** Title I, Part A Funds $132,532.50; 3.25 FTEs; Title IV, Part A Funds $7,900.00; State Comp Ed Funds $275,000.00; 6.00 FTEs
	Evidence of Implementation: job description	**Ongoing Evaluation Method:** TTESS and other local evaluation instruments as appropriate	**Final Evaluation Method:** Evaluation Instruments
	Timeline: 7/1/2021 - 6/30/2022 (Annually)		

Goal #1: Recruit, support, and retain teachers who support a diverse population through tiered instruction for all students.

Objective #2: Support teachers with effectively implementing the RtI process to better support our diverse population.

1	**Action:** Provide professional development for Leader in Me. [Critical Success Factors [Critical Success Factors 1, 3, 4, 5, 6, 7]] **Needs:** B3; C3; [Title I Components Evaluation]	**Person(s) Responsible:** Principal	**Funding/FTEs:** Local Funds $17,000.00; Education Foundation Funds $10,000.00
	Evidence of Implementation: evidence is based upon the effects of LIM staff development	**Ongoing Evaluation Method:** surveys	**Final Evaluation Method:** survey
	Timeline: 7/1/2021 - 6/30/2022 (Monthly)		**Resources:** Leader in Me website and FranklinCovey, Inc.;

2	**Action:** Provide staff development for teacher support of technology at Luckey Ranch Elementary. [Critical Success Factors [Critical Success Factors 4, 6, 7]] **Needs:** H1;	**Person(s) Responsible:** Assistant Principal, Campus Technology Instructor	**Funding/FTEs:** Local Funds $2,000.00
	Evidence of Implementation: staff development and evidence is the effects of technology usage within the school	**Ongoing Evaluation Method:** survey	**Final Evaluation Method:** survey
	Timeline: 7/1/2021 - 6/30/2022 (Every 6 weeks)		**Resources:** District technology support;

3	**Action:** Provide professional development to all teaching staff to include ESL and Bilingual in regards to campus curriculum, i.e. New ELAR TEKS. [Critical Success Factors [Critical Success Factors 1, 2, 4, 6, 7]] **Needs:** D1; E1;	**Person(s) Responsible:** Principal, Reading Specialist, GT Specialist, and Math Specialist	**Funding/FTEs:** Local Funds $12,000.00; Title II, Part A Funds $2,000.00; Title I, Part A Funds $5,414.00
	Evidence of Implementation: evidence is ESL certifications, implementation of new ELAR TEKS within the classroom and lesson plans	**Ongoing Evaluation Method:** Lesson Plans and walkthroughs	**Final Evaluation Method:** Lesson plans and walkthrough documentation
	Timeline: 7/1/2021 - 6/30/2022 (Every 6 weeks)		**Resources:** District Curriculum, Instruction and Assessment Staff, TEKS Resource;

4	**Action:** Provide teachers, new to the profession, a mentor in order to support the natural transitions and professional expectations of a classroom teacher. [Critical Success Factors [Critical Success Factors 1, 2, 4, 5, 6, 7]] **Needs:** D1; E1;	**Person(s) Responsible:** Principal	**Funding/FTEs:** Title II, Part A Funds $5,000.00
	Evidence of Implementation: Agenda, ppt., and participation	**Ongoing Evaluation Method:** classroom observations to support growth.	**Final Evaluation Method:** feedback from Mentor/Mentee program.
	Timeline: 10/1/2021 - 5/1/2022 (Monthly)		**Resources:** substitutes;

Goal #2: Luckey Ranch Elementary will provide academic support, specifically in reading and math, to enhance learning and opportunities for all students.

Objective #1: Strengthen student knowledge and problem-solving skills through campus-wide initiatives.

1	**Action:** Students will use campus-wide reading and math strategies to increase student problem-solving skills. [Critical Success Factors [Critical Success Factors 1, 2, 4]] **Needs:** B5; [Title I Components CNA, CIP]	**Person(s) Responsible:** Campus Admin	**Funding/FTEs:** Local Funds; Title I, Part A Funds; State Comp Ed Funds
	Evidence of Implementation: Student interactive notebooks, lesson plans.	**Ongoing Evaluation Method:** Monthly monitoring	**Final Evaluation Method:** summative conferences
	Timeline: 9/1/2021 - 6/1/2022 (On-going)		**Resources:** Time for PLC, planning, etc;
2	**Action:** Beginning in kindergarten, students will participate in vertically aligned, cross-curricular writing activities throughout the year. [Critical Success Factors [Critical Success Factors 1, 2, 4]] **Needs:** B3; E3; [Title I Components CNA, CIP, Evaluation]	**Person(s) Responsible:** Writing Chairpersons	**Funding/FTEs:**
	Evidence of Implementation: Monthly writing samples and increased performance on CBA and STAAR.	**Ongoing Evaluation Method:** Monthly scoring of writing samples using student-friendly STAAR rubric.	**Final Evaluation Method:** End-of-year writing portfolio and student leadership notebooks.
	Timeline: 9/1/2021 - 6/1/2022 (Monthly)		**Resources:** vertically aligned writing plan for Luckey Ranch E.S., additional resources for K-2, and TCMPC;
3	**Action:** Provide training and access to an online TEKS resource to assist with scope and sequence, timelines, lessons, and other instructional supports. [Critical Success Factors [Critical Success Factors 1, 4, 7]] **Needs:** E1	**Person(s) Responsible:** Campus Admin	**Funding/FTEs:** Title I, Part A Funds; Local Funds; State Comp Ed Funds
	Evidence of Implementation: Usage reports, developed lesson plans	**Ongoing Evaluation Method:** weekly monitoring by campus admin.	**Final Evaluation Method:** Summative Conferences.
	Timeline: 7/1/2021 - 6/30/2022 (Daily)		

Goal #2: Luckey Ranch Elementary will provide academic support, specifically in reading and math, to enhance learning and opportunities for all students.

Objective #2: Student achievement in math and reading will be increased through multiple levels of academic support.

1	**Action:** Students will be able to participate in a variety of enrichment activities to increase student achievement. [Critical Success Factors [Critical Success Factors 1, 2, 4, 5, 6]] **Needs:** E1; E2; E3;	**Person(s) Responsible:** Campus Admin/Club Sponsors	**Funding/FTEs:** Local Funds $2,000.00
	Evidence of Implementation: sign-in sheet	**Ongoing Evaluation Method:** Sponsor/admin conferences	**Final Evaluation Method:** Student & parent feedback forms.
	Timeline: 9/1/2021 - 5/1/2022 (Monthly)		**Resources:** Club by-laws, supplies for student activities.;
2	**Action:** Students will participate in a variety of intervention activities to close gaps and increase student achievement. [Critical Success Factors [Critical Success Factors 1, 2, 4]] **Needs:** B3; E1; E2; H1; [Title I Components CNA, CIP, Evaluation]	**Person(s) Responsible:** Interventionists and employee tutors	**Funding/FTEs:** Local Funds $10,000.00; Title I, Part A Funds $5,244.00; State Comp Ed Funds $46,000.00
	Evidence of Implementation: Success Ed RTI records, Tutoring logs	**Ongoing Evaluation Method:** RTI student performance checkpoints	**Final Evaluation Method:** CBA and STAAR
	Timeline: 9/1/2021 - 5/30/2022 (Weekly)		**Resources:** Intervention resources, schedules, support team.;
3	**Action:** Students will participate in counseling programs to support social-emotional growth and increase student achievement. [Critical Success Factors [Critical Success Factors 1, 2, 4, 5, 6]] **Needs:** F1; [Title I Components CNA, CIP]	**Person(s) Responsible:** The school counselor and social worker	**Funding/FTEs:**
	Evidence of Implementation: Skyward check-in logs, Success Ed logs,	**Ongoing Evaluation Method:** School counselor calendar	**Final Evaluation Method:** Teacher and parent feedback.
	Timeline: 9/1/2021 - 5/30/2022 (Monthly)		**Resources:** Schedules, resources, support team.;

4	**Action:** All students in 2nd grade-5th grade will participate in targeted enrichment/intervention instruction to support academic needs. [Critical Success Factors [Critical Success Factors 1]] **Needs:** B3; B4; B5;	**Person(s) Responsible:** Academic Coordinator	**Funding/FTEs:** Local Funds; Title I, Part A Funds $2,500.00; State Comp Ed Funds $15,000.00
	Evidence of Implementation: Intervention time/records.	**Ongoing Evaluation Method:** Campus common assessments, RTI logs	**Final Evaluation Method:** End-of-Year assessments.
	Timeline: 10/1/2021 - 5/1/2022 (Daily)		**Resources:** Supplemental materials for instruction;

5	**Action:** Pre-K and Head Start students will have nutritious snacks to ensure they are "ready to learn." [Critical Success Factors [Critical Success Factors 1]] **Needs:** A1;	**Person(s) Responsible:** PK/Head Start Teachers	**Funding/FTEs:** Local Funds $1,000.00
	Evidence of Implementation: Class rosters for snack time.	**Ongoing Evaluation Method:** Monthly bill provided by the Nutrition Department.	**Final Evaluation Method:** Review Gold data Beginning of the year to the End of the year to determine gains.
	Timeline: 8/25/2021 - 6/5/2022 (Daily)		**Resources:** Nutrition Department snacks;

Goal #3: Luckey Ranch Elementary will continue to provide training with technology to our teachers and staff for continued academic support for our students.

Objective #1: LRE students will use technology to become college and career ready.

1	**Action:** Students will use technology such as View Sonic, iPads, and Chromebooks in core content areas to enhance learning and to become College and Career ready. [Critical Success Factors [Critical Success Factors 1, 4]] **Needs:** B3; B4;	**Person(s) Responsible:** Instructional Technology Teacher and Classroom Teacher	**Funding/FTEs:** State Comp Ed Funds $15,000.00
	Evidence of Implementation: Lesson plans, walkthroughs/observations	**Ongoing Evaluation Method:** Lesson plans	**Final Evaluation Method:** STEM Night and Literacy Night
	Timeline: 9/1/2021 - 6/1/2022 (Every 6 weeks)		**Resources:** extensive staff and student training on software and board capabilities;

2	**Action:** Students will benefit from the effects of tiered/leveled staff technology training. [Critical Success Factors [Critical Success Factors 1, 4]] **Needs:** H1;	**Person(s) Responsible:** Instructional Technology Teacher and Classroom Teacher	**Funding/FTEs:**
	Evidence of Implementation: Sign-in sheets Completion of course/certification	**Ongoing Evaluation Method:** Lesson Plans Walkthroughs	**Final Evaluation Method:** Feedback forms from staff.
	Timeline: 7/1/2021 - 6/30/2022 (Daily)		**Resources:** staff training on software and devices;

Goal #3: Luckey Ranch Elementary will continue to provide training with technology to our teachers and staff for continued academic support for our students.

Objective #2: Students and staff will participate in a culture of personal accountability through individual, class, and school-wide goal setting.

1	**Action:** Students and staff will use the Leader in Me process to develop skills in the 7 Habits to increase personal accountability and goal setting for academic, social/emotional, and personal success. [Critical Success Factors [Critical Success Factors 1, 4, 6]] **Needs:** D1; [Title I Components Evaluation]	**Person(s) Responsible:** Counselor and staff	**Funding/FTEs:** Local Funds; PTA Funds; Education Foundation Funds
	Evidence of Implementation: Lesson plans, student binders	**Ongoing Evaluation Method:** Lesson plans	**Final Evaluation Method:** Campus-Wide student, parent, staff survey and binder data
	Timeline: 9/1/2021 - 6/1/2022 (Weekly)		**Resources:** Leader in Me training/resource materials;
2	**Action:** Students will participate in learning the 7 Habits of Leader in Me to better understand the importance of school safety and prevent school violence. [Critical Success Factors [Critical Success Factors 6]] **Needs:** F1; [Title I Components Evaluation]	**Person(s) Responsible:** School Counselor Staff	**Funding/FTEs:** Local Funds; Title I, Part A Funds
	Evidence of Implementation: Counseling notes from class visits	**Ongoing Evaluation Method:** Counselor's class schedule, lesson plans and binder	**Final Evaluation Method:** Discipline data and binder
	Timeline: 9/1/2021 - 5/30/2022 (Weekly)		**Resources:** 7 Habits books, Leader in Me program;
3	**Action:** Identified at-risk students will be provided with resources to ensure academic growth. [Critical Success Factors [Critical Success Factors 1, 4, 5, 6]] **Needs:** A1; A1; A2; B1; B2; B3;	**Person(s) Responsible:** School Counselor, social worker, and homeless/foster care liaison	**Funding/FTEs:** Title I, Part A Funds; State Comp Ed Funds 0.33 FTEs; Tx Educ for Children Homeless Youth
	Evidence of Implementation: student rosters of identified needs.	**Ongoing Evaluation Method:** Counseling and guidance notes/schedules	**Final Evaluation Method:** End-of-the-year feedback forms. Data gathered from service reports: counselor and social worker.
	Timeline: 8/27/2021 - 6/8/2022 (On-going)		**Resources:** School supplies, etc. Galaxy Math/Reading/Writing/Science program. A-Z reading, counseling and guidance schedules.;

4	**Action:** The campus will provide students with access to assist students with bridging the gaps between academic success, social-emotional support, and communication between school and home. [Critical Success Factors [Critical Success Factors 1, 4, 5, 6]] **Needs:** A1; E2; [Title I Components Evaluation]	**Person(s) Responsible:** Counselor	**Funding/FTEs:** State Comp Ed Funds; Title I, Part A Funds; Local Funds
	Evidence of Implementation: Counselor logs and activities with students and parents.	**Ongoing Evaluation Method:** Sign-in sheets	**Final Evaluation Method:** Parent and student surveys.
	Timeline: 8/25/2021 - 6/6/2022 (Daily)		

Goal #4: Staff will consistently integrate the Leader in Me habits to give students and parents voice at Luckey Ranch Elementary.

Objective #1: LRE will provide opportunities for the families and community to become an active and engaging part of the campus.

1	**Action:** LRE will continue to collaborate with the Parent and Family Engagement Coordinator to strengthen the campus parent, teacher, and student engagement. [Critical Success Factors [Critical Success Factors 5, 6]] **Needs:** F1;	**Person(s) Responsible:** Campus Principal and Parent and Family Engagement Coordinator	**Funding/FTEs:** Title I, Part A Funds
	Evidence of Implementation: PTO minutes and Parent Engagement Coordinator	**Ongoing Evaluation Method:** evidence of collaboration	**Final Evaluation Method:** District/campus Survey
	Timeline: 9/1/2021 - 6/1/2022 (Monthly)		**Resources:** Campus representatives, supplies;

2	**Action:** LRE will participate in a Health Fair to support student, staff, and community choice for a healthy lifestyle. [Critical Success Factors [Critical Success Factors 5, 6]] **Needs:** F1; [Title I Components CIP, Evaluation]	**Person(s) Responsible:** Campus Nurse	**Funding/FTEs:**
	Evidence of Implementation: Flyer	**Ongoing Evaluation Method:** Campus calendar	**Final Evaluation Method:** Parent survey
	Timeline: 9/1/2021 - 5/1/2022 (Annually)		**Resources:** District resources to literature;

3	**Action:** Luckey Ranch Elementary conducted the CNA during the month of June. Later in August the CIP was drafted. The CIP is made available online and a hard copy is available in the front of the office where all parents must sign in and report. The CIP is made available in Spanish. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 5, 6, 7]] **Needs:** F1; [Title I Components CNA, CIP, Evaluation]	**Person(s) Responsible:** Campus leadership, faculty, and staff	**Funding/FTEs:**
	Evidence of Implementation: Sign in sheets and agenda	**Ongoing Evaluation Method:** Evaluate completed product at the time of submission	**Final Evaluation Method:** End product and being able to implement actions.
	Timeline: 7/1/2021 - 6/30/2022 (On-going)		**Resources:** Timelines, calendars, schedules, PEIMS, OnPoint, TEA accountability data, Eduphoria AWARE reports, special ed reports, attendance, and discipline reports;

4	**Action:** Luckey Ranch E.S. will provide engagement activities to support students and families in academic learning opportunities. This may include Leader In Me, STEM night, Literacy Night and College Night. [Critical Success Factors [Critical Success Factors 1, 5, 6, 7]] **Needs:** F1; [Title I Components Evaluation]	**Person(s) Responsible:** Vice Principal	**Funding/FTEs:** Local Funds; Title I, Part A Funds
	Evidence of Implementation: An online scrapbook of the event. Agenda	**Ongoing Evaluation Method:** Meeting notes. Monthly meetings.	**Final Evaluation Method:** Number of students and parents participate
	Timeline: 7/1/2021 - 6/30/2022 (As Needed)		**Resources:** Instructional supplies to support parent and student engagement in learning.;

Funding

Education Foundation Funds	$10,000.00	
Local Funds	$44,200.00	
PTA Funds		
State Comp Ed Funds	$351,000.00	6.33 FTEs
Title I, Part A Funds	$145,690.50	3.25 FTEs
Title II, Part A Funds	$7,000.00	
Title IV, Part A Funds	$7,900.00	
Tx Educ for Children Homeless Youth		

Title I

This Organization is consolidating the following funds: N/A

Element 1: Comprehensive Needs Assessment

Conduct a Comprehensive Needs Assessment

Goal # 2, Objective #1 , Strategy # 1: Students will use campus-wide reading and math strategies to increase student problem-solving skills.

Goal # 2, Objective #1 , Strategy # 2: Beginning in kindergarten, students will participate in vertically aligned, cross-curricular writing activities throughout the year.

Goal # 2, Objective #2 , Strategy # 2: Students will participate in a variety of intervention activities to close gaps and increase student achievement.

Goal # 2, Objective #2 , Strategy # 3: Students will participate in counseling programs to support social-emotional growth and increase student achievement.

Goal # 4, Objective #1 , Strategy # 3: Luckey Ranch Elementary conducted the CNA during the month of June. Later in August the CIP was drafted. The CIP is made available online and a hard copy is available in the front of the office where all parents must sign in and report. The CIP is made available in Spanish.

Element 2: Schoolwide Plan

Prepare a Comprehensive Schoolwide Plan

Goal # 2, Objective #1 , Strategy # 1: Students will use campus-wide reading and math strategies to increase student problem-solving skills.

Goal # 2, Objective #1 , Strategy # 2: Beginning in kindergarten, students will participate in vertically aligned, cross-curricular writing activities throughout the year.

Goal # 2, Objective #2 , Strategy # 2: Students will participate in a variety of intervention activities to close gaps and increase student achievement.

Goal # 2, Objective #2 , Strategy # 3: Students will participate in counseling programs to support social-emotional growth and increase student achievement.

Goal # 4, Objective #1 , Strategy # 2: LRE will participate in a Health Fair to support student, staff, and community choice for a healthy lifestyle.

Goal # 4, Objective #1 , Strategy # 3: Luckey Ranch Elementary conducted the CNA during the month of June. Later in August the CIP was drafted. The CIP is made available online and a hard copy is available in the front of the office where all parents must sign in and report. The CIP is made available in Spanish.

Element 3: Parent and Family Engagement

Implement programs, activities, and procedures for the involvement of parents and family members

Goal # 1, Objective # 2, Strategy # 1: Provide professional development for Leader in Me.

Goal # 2, Objective # 1, Strategy # 2: Beginning in kindergarten, students will participate in vertically aligned, cross-curricular writing activities throughout the year.

Goal # 2, Objective # 2, Strategy # 2: Students will participate in a variety of intervention activities to close gaps and increase student achievement.

Goal # 3, Objective # 2, Strategy # 1: Students and staff will use the Leader in Me process to develop skills in the 7 Habits to increase personal accountability and goal setting for academic, social/emotional, and personal success.

Goal # 3, Objective # 2, Strategy # 2: Students will participate in learning the 7 Habits of Leader in Me to better understand the importance of school safety and prevent school violence.

Goal # 3, Objective # 2, Strategy # 4: The campus will provide students with access to assist students with bridging the gaps between academic success, social-emotional support, and communication between school and home.

Goal # 4, Objective # 1, Strategy # 2: LRE will participate in a Health Fair to support student, staff, and community choice for a healthy lifestyle.

Goal # 4, Objective # 1, Strategy # 3: Luckey Ranch Elementary conducted the CNA during the month of June. Later in August the CIP was drafted. The CIP is made available online and a hard copy is available in the front of the office where all parents must sign in and report. The CIP is made available in Spanish.

Goal # 4, Objective # 1, Strategy # 4: Luckey Ranch E.S. will provide engagement activities to support students and families in academic learning opportunities. This may include Leader In Me, STEM night, Literacy Night and College Night.

TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

#1: Recruit, support, and retain teachers and principals
#2: Build a foundation of reading and math
#3: Connect high school to career and college
#4: Improve low-performing schools

THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

#1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
#2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
#3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
#4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.
Objective #2: Students will be encouraged and challenged to meet their full educational potential.
Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration

MVISD

Campus Improvement Plan

Potranco Elementary School

2021-2022

190 CR 381 South

San Antonio, TX 78253

State ID: 163908105

Mission

Medina Valley Independent School District will provide its students with a superior and diverse education that inspires excellence, promotes accountability and values, and encourages all students to achieve their highest potential.

Potranco will provide high quality education in a safe, supportive and inclusive environment that builds a foundation for life-long learning.

Vision

Our Students will:

·Be passionate and responsible in their learning and in life
·Be well-rounded emotionally, socially, and academically
·Demonstrate strong values and pride through their actions and beliefs
·Follow an educational path that allows them to explore academic and/or vocational career possibilities
·Be equipped with the necessary skills, knowledge, and resources for their future
·Contribute positively as members of our community and society

Our learning environment will provide:

·State-of-the-art and relevant technology and facilities
·Consistent and effective communication between the home, school, and district
·Classroom experiences focused on student engagement and learning
·Opportunities for parents and staff to work together for student success
·A staff that is highly qualified, valued, and offered ongoing opportunities for growth
·Settings that are both physically and emotionally safe

Our district and community will work together to:

·Provide real-life learning opportunities to prepare students for the workforce
·Encourage and provide parental involvement and engagement to support the learning environment
·Provide a variety of educational programs with appropriate curriculum
·Support a growing and diverse population
·Build partnerships that are mutually beneficial

Description

Potranco Elementary School opened its doors in 2004-2005 and serves 714 students in grades Pre-Kinder through 5th grade. The student population is 4.93% African American, 60.55% Hispanic, 28.21% White, .11% American Indian, 1.49% Asian, 4.7% Two Or more Races, 53.21% Male, 46.79% Female. Potranco Elementary School serves 14.56% Special Education students, 38.07% Economically Disadvantaged students, 7.8% English Language Learners; 51.72% At-Risk students, 3.56% Gifted & Talented students.

Title I Campus

Potranco Elementary is a Title I Campus.

Demographics

The campus is in need of support to help our overwhelming amount of RTI and SPED identified population. We need more inclusion aides, assistance in the bilingual classrooms, and an LSSP/speech pathologist. ALL teachers, and staff need proper training in dyslexia, autism, and behavior as well as technology training regularly. There is also a need for an increase in in-school tutoring for all grade levels, due to the COVID gaps that our students now have.

Student Achievement

There is a need for special education resources for general education teachers to include training to reach social, emotional, and behavioral needs. Professional development for educators on the writing process and effective classroom management. Tutoring to include writing. Emotional support to students returning from a prolonged remote school setting to minimize student anxiety.

School Culture and Climate

The campus follows security procedures and is welcoming. Students feel safe and valued. We have great communication between staff and parents, along with community and parent involvement. We need to provide various means of communication for the school, recognition of students through Character Building, Social, and Emotional Program.

Staff Quality, Recruitment and Retention

There is a need for effective training for all teachers and support staff for special education students and how to best support them within the classroom and throughout the campus. Adequate personnel, including teachers and inclusion aids, is needed for support for serviced students within the classroom for successful inclusion. Teachers need opportunities for more out of district professional development to enrich their teaching and have the funding to do so.

Curriculum, Instruction and Assessment

To enhance our Curriculum and Instruction, we will need to provide support in the following such as: Staff Developments, Tutoring Programs, Technology Programs, Reading/Math/Bilingual/Special Education Programs, and Instructional Manipulatives.

Family and Community Engagement

Our committee came up with needs based on building a lifelong family partnership between students, staff, family, and community donors. Potranco committee members believe, "it takes a village to raise a child." If we all build these relationships together, just like a true panther we will leave an imprint, and together we will produce successful, independent lifelong learners and leaders that all started at Potranco Elementary.

School Context and Organization

There is a need for staff development for vertical alignment, leadership program for students, and additional tutoring and resources for intervention.

Technology

Our campus and students would benefit from additional devices for classrooms and students. Instructional programs continue to be a need as technology evolves and becomes more necessary for instruction delivery. New and replacement technology contributes to the overall safety and efficiency of our campus.

Special Programs

Title I Program

Potranco is a Schoolwide Title I, Part A campus, providing focused interventions for a large population of economically disadvantaged students and students who struggle academically.

Addressing Needs of Students At-Risk of Not Meeting State Standards

The campus leadership team monitors and addresses students who are at risk of not meeting state standards by reviewing trends and patterns on state and benchmark assessments, RTI documentation, and then providing academic support, i.e. after school/parent arranged tutoring.

CNA Process

A weekly staff meeting to discuss the CNA. Committees were assigned.

Federal programs director provide CNA overview for all staff and parents.

In the weekly staff meeting, staff formed the committees to begin CNA work. Committee chair led discussion. The committees reviewed Needs from previous year. The committees identified Needs that can be kept, eliminated, or edited.

In the second weekly meeting, staff reported to assigned committee.
The committee chair will led the discussion. The committee reviewed/discussed data provided. The committee began finalizing needs.

In the weekly staff meeting, the committees finalized needs and entered needs in Set2plan.

Administrators

Sandy Bermea	Principal
Audrey White	Vice Principal
Brenda Estrella-Pagan	Vice Principal

Planning Committee

Member Name	Title
Jennifer Quintero	2nd Grade Teacher
Olivia Dyksterhouse	3rd Grade Teacher

Planning Committee (continued)

Member Name	Title
Valerie Armstrong	3rd Grade Teacher
Shannon Cregg	Art Teacher
Jennifer Rowlett	1st Grade Teacher
Miriam Lara	Pre-K Teacher
Jeanna Quiroz	Kindergarten Teacher
Brenda O'bryant	Kindergarten Teacher
Margaret Wacasey	Kindergarten Teacher
Elsie Torres	Kindergarten Bilingual Teacher
Jennifer Alford	2nd Grade Teacher
Ashley Moreno	1st Grade Teacher
Amanda Harris	1st Grade Teacher
Abraham Aguirre	Kindergarten Teacher
Lucero Rosas-Ortega	1st Grade Bilingual Teacher
Kristin Welch	Committee Chair-Math Specialist
Nicole Marais	3rd grade teacher
Yaalily Cosme	4th grade Bilingual teacher
Kylie Cantu	4th grade teacher
Rohany Chapa	5th grade Bilingual teacher
Tatiana Ramirez	5th grade teacher
Ana Martinez	2nd Grade Teacher
Grace Deleon	Committee Chair- PE Coach
Kristi Smith	Committee Chair-Technology Teacher
Leslie Galvan	Committee Chair - Reading Specialist
Ashley Perez	Committee Chair-1st grade Teacher

Planning Committee (continued)

Member Name	Title
Jacklyn Silva	1st Grade Teacher
Veronica Sanchez	4th Grade Teacher
Lindsay Mangold	PreK Teacher
Christy Ramirez	Committee Chair- Dyslexia Specialist
Cynthia Hook	3rd Grade Teacher
Vanessa Amador	3rd Grade Teacher
Norma Garcia	3rd Grade Teacher
Kendall Ainsley	2nd Grade Teacher
Cassidy Blackwell	4th Grade Teacher
Letha Wilson	Kinder Teacher
Shirley Clark	5th Grade Teacher
Kimberlee Garcia	Committee Chair- 3rd Grade Teacher
Rebecca Ozuna	Committee Chair-5th Grade Teacher
Nelbelee Narvarez	2nd Grade Bilingual Teacher
Kelly Adams	2nd Grade Teacher
Tammy Eblen	2nd Grade Teacher
Marycruz Castillo	2nd Grade Teacher
Debra Checque	4th Grade Teacher
Carolina Ynclan	PreK Teacher
Lisa Ellis	1st Grade Teacher
Sarah Allen	4th grade teacher
Aggie Holguin	4th Grade Teacher
Tori Ruiz	5th Grade Teacher
Ann Beals	5th Grade Teacher

Planning Committee (continued)

Member Name	Title
Jenny Gomez	Music Teacher
Tammy Benoit	Library Aide
Barden Paula	Pre-K Aide
Rudy Robles	ALE Aide
Zenaida Amaro	PreK aide
Karen Smith	BIP Aide
John Pimentel	Pre-K Aide (Headstart)
Larry Claborn	PE Aide
Alexus Cisneros	BIP Aide
Alyssa Gaitan	ALE Aide
Edney Rabinovich Atkins	ECSE Aide
Lou Ann Rodriguez	ECSE Aide
Charla Ritchie	BIP Teacher
Maria Gaona	ALE Teacher
Juanita Cruz	Resource/ Inclusion Teacher
Anna Babbitt	Resource/ Inclusion Teacher
Stacy Dixon	Resource/ Inclusion Teacher
Rachelle Rasmussen	ECSE Teacher
Elizabeth Castro	Parent
Janay Watson	Parent
Dallas Taylor	community member
Alexandra Ledezma	community member
Daniel Harris	business representative
Bridget Brown	business representative

Planning Committee (continued)

Member Name	Title

Comprehensive Needs Assessment

Demographics

Strengths

1. Tutoring Support offered for the kinder through fifth.
2. The campus offers variety of opportunities for our diverse population to participate in, such as, veteran's day parade, military week, bubbles for autism, trunk or treat, christmas drive-thru, etc).
3. There is a Bilingual/ESL teacher per grade level.
4. Gifted and Talented pull out services are provide by a Gifted and Talented Specialist.

Needs

1. More inclusion staff-Special Education Teachers/Assistants.
2. Instructional support for diverse population of students, such as, RTI coordinator/interventionist, Reading/Dyslexia and Math Specialists, and bilingual aide support to service all grade levels.
3. LSSP and Speech Pathologist located on campus.
4. Basic training for all teachers for dyslexia, autism, behavior and technology.
5. Resume volunteer training

Summary

The campus is in need of support to help our overwhelming amount of RTI and SPED identified population. We need more inclusion aides, assistance in the bilingual classrooms, and an LSSP/speech pathologist. ALL teachers, and staff need proper training in dyslexia, autism, and behavior as well as technology training regularly. There is also a need for an increase in in-school tutoring for all grade levels, due to the COVID gaps that our students now have.

Data

Staff Demographics

Student Demographics

Student Achievement

Strengths

1 Tutorial intervention for reading and math students is effective and beneficial to our struggling students.
2 Istation for Math and Reading
3 Benchmark/Simulation data is useful for student intervention
4 Bluebonnet incentive programs
5 Awards/Incentives for Student Recognition
6 Effective attendance committee to support school attendance
7 ESGI for K and Special Education assessment and intervention.
8 Definitive RTI program with training, support, data and implementation in a timely manner.
9 Embedded enrichment/intervention/resource time in student academic schedule with support staff as required.

Needs

1 Special Education resources for General Education Teacher
2 Provide consistent program for diagnostic tool to evaluate all grades K-5
3 Increase support, intervention, and training to reach students with social, emotional, and behavioral needs
4 Teacher professional development on classroom management (social skills, character development and instructional strategies)
5 Tutoring for all content areas.
6 Professional development for understanding the writing process.
7 Monthly counseling sessions to include discussions/lessons addressing inclusion and understanding of special student populations (ALE, BIP, ECSE, etc.).
8 Social Emotional support (with councelors/ small groups) for students struggling with the return from the COVID-19 remote school setting to minimize stress and anxiety associated with changes in order to support student attendance and success in the classroom.
9 Include first and second grade in the ESGI assessment program to be used with RTI students.

Summary

There is a need for special education resources for general education teachers to include training to reach social, emotional, and behavioral needs. Professional development for educators on the writing process and effective classroom management. Tutoring to include writing. Emotional support to students returning from a prolonged remote school setting to minimize student anxiety.

Data

Campus-Based Assessments
Curriculum-Based Assessments
Discipline Data
District-Based Assessments
Inidividual Student Profiles
Response to Intervention tracking

STAAR / EOC Results
Student Achievement Data
Student Demographics
TAPR

School Culture and Climate

Strengths

1 There is a more secure closed off office, badge visitor passes required at all times, enforced drop off and pick up times.
2 Parents feel welcomed at school and have good relationships with teachers.
3 We've strengthened staff rapport & team building.
4 Admin and staff communication is strong.
5 Parent options for before/after school and during holidays programs
6 Students are offered opportunities to join UIL.
7 Community/parental involvement & outreach through school events

Needs

1 Create a system and recognize students through Character Building, Social and Emotional Program.
2 Provide various means of communication systems for the school.

Summary

The campus follows security procedures and is welcoming. Students feel safe and valued. We have great communication between staff and parents, along with community and parent involvement. We need to provide various means of communication for the school, recognition of students through Character Building, Social, and Emotional Program.

Data

Attendance Data
Discipline Data

Staff Quality, Recruitment and Retention

Strengths

1. All teachers are certified.
2. Some Teachers have a masters degree
3. All Teachers have received GT foundational training and an annual GT update.
4. College job fairs and recruitment
5. New teachers mentor program (district and campus)
6. Weekly planning meeting
7. Welcoming Environment (Hospitality Committee)
8. A dyslexia program, training and a dyslexia, math, and reading specialist designated solely to their program.
9. Have an established RTI program with adequate training for staff.

Needs

1. Adequate personnel (teachers and aids) to support special education students to aid teachers within the classroom for inclusion.
2. More funding for Out of district professional development including partnership with other campuses and/or districts to provide observation opportunities for teachers and support staff.
3. More specific training for sub population groups within our special education department (including but not limited to autism, mental health, behavior management strategies for inclusion students) prior to the start of the school year for teachers and support staff.
4. Instructional materials to aid in teacher retention that follow the TEKS (updated frequently)
5. Proper information and training about responsibilities in the classroom in correlation to teachers role when working with assistants, support staff, and inclusion aids. Allow collaboration between teachers and support staff.

Summary

There is a need for effective training for all teachers and support staff for special education students and how to best support them within the classroom and throughout the campus. Adequate personnel, including teachers and inclusion aids, is needed for support for serviced students within the classroom for successful inclusion. Teachers need opportunities for more out of district professional development to enrich their teaching and have the funding to do so.

Data

Attendance Data

Campus-Based Assessments

District-Based Assessments

Promotion / Retention data

Staff Demographics

Curriculum, Instruction and Assessment

Strengths

1. Fountas and Pinnell - Leveled Literacy Intervention & Benchmark Assessments: 1 set of Benchmark 1 & 2 for campus-Reading Specialist/ordered 2 sets for K-2 to use)
2. Pullout tutoring during school for elar/math/science
3. Funds for books in K-5; expand classroom library - (magazines, easy readers, variety of novels)
4. Educational Programs that helps kids learn online such as: Brain-pop, Brain-pop.jr, Lone-star Learning, Flocabulary, ESGI
5. Manipulatives for Math & Science lab materials/resources/equipment
6. Educational Software: Istation: Grades K-5th for Reading, and k-5 for Math (assessments and interventions)
7. Reading & Math Specialist Support
8. Educational Software: ESGI for Kinder and TPRI for K-2 (provided assessments/interventions)
9. Focus Groups - Enrichment/intervention/resource time in student academic schedule with support staff as required
10. Reading Intervention Site (Created by Curriculum Department)
11. Handwriting without Tears for grades 2nd-5th - curriculum that offers a NEW integrated print and digital approach to teach pencil grip, letter formation, and the literacy skills that are needed for print and cursive handwriting.
12. Provide TEKS Resource System to support Curriculum planning, instruction, and student assessment.
13. RTI Program/SuccessED - with training, support, data, and implementation in a timely manner
14. GT Specialist (pullout)
15. Seesaw for k-2nd and Google Classroom for 3rd-5th (Technology for instructional purpose)
16. Additional SMART-BOARDS were given to MOST classrooms

Needs

1. Renew subscription (campus-wide) of all technology programs for intervention in Reading/Math/504/Bilingual/Sped.
2. Provide on-going staff development/training for all technology programs for intervention in reading/math/bilingual/sped/504.
3. Provide Bilingual Academic Materials/Support for teachers.
4. Continue in-school small group tutoring program for intervention in reading/math/writing/science.
5. More Technology Devices to support curriculum.
6. Increase interventionists to support all sub-populations and content areas.
7. Continue support and expansion of classroom novel sets and classroom libraries.
8. Continue support with math & science manipulatives, lab equipment, materials, and resources
9. Implement a Student Academic Building Leadership Program.
10. Incorporate student self assessment and goal setting.
11. Continue services provided by the Math and Reading Specialist for all grade levels.
12. Provide instructional intervention programs with supporting technology and training.
13. Provide Staff training and resources for RTI/MTSS.
14. Continue to incorporate professional learning communities for teacher growth and a teacher resource library.

15 Continue developing the campus literacy room with new materials
16 Implement a K-2 and 3-5 Specialists for Reading and Math; addition of another reading and math specialists for the lower grades.
17 purchase assessment and intervention resources such as: learning intervention manual & behavior intervention manual (contains goals, objectives, and intervention strategies)
18 Math Intervention Site created for teachers to utilize for intervention purposes.
19 Math Curriculum for Special Education.
20 Purchase additional Fountas & Pinnel Reading Benchmark Kits
21 Handwriting without Tears for grades k-1st
22 Additional Chromebooks & carts to implement 1:1 technology programs
23 Certified Bilingual In-school tutors, interventionists, and specialists

Summary

To enhance our Curriculum and Instruction, we will need to provide support in the following such as: Staff Developments, Tutoring Programs, Technology Programs, Reading/Math/Bilingual/Special Education Programs, and Instructional Manipulatives.

Data

Campus-Based Assessments
Curriculum-Based Assessments
District-Based Assessments
Formative Assessments
Response to Intervention tracking
STAAR / EOC Results

Family and Community Engagement

Strengths

1 Meet The Teacher Drive Thru
2 Virtual Back To School Night
3 Campus Monthly and Weekly Newsletter
4 Veterans Day Presentation/parade/wall of fame
5 1st Annual Trunk or Treat Math And Reading Night
6 PTO
7 Committees
8 Carols, Cocoa and Candy Canes Math and Reading Drive Thru
9 Valentine's Day Challenge
10 Positive March Challenge
11 Gifted and Talented Differentiated Make and Takes
12 Dyslexic Differentiated Make and Takes
14 Technology 101 Demos for parents and students to utilize at home
15 Mckinney Vinto Program
16 District Campus Level Service Support "school supplies, hygiene kits, clothes, and other resources."
17 Parent Volunteers
18 Parental Communication: class tag, Dojo, Seesaw, Remind, Skyward, Bloomz, and Google Classroom
19 Letters for Veterans
20 Weekend Meals
21 Thanksgiving Feast
22 Kinder-2nd Sharing Feast
23 5th Grade Family Picnic
24 Pre-K Rodeo
25 Big Kahuna Virtual Fundraiser
26 Hoops for Heart
27 UIL Competition
28 Virtual Awards
29 Book Fair
30 Annual Title 1 District Parent and Family Engagement Meeting
31 EOY Award Ceremony
32 Local Funds
33 Title 1 Funds
34 Headstart Milk and Cookie Night with a Free Book (love and logic)
35 After School Clubs

36 Right At School - After School Program
37 District Monthly Grandparents Raising Grandchildren support group
38 Educational supplies, refreshments, and food provided from Title 1 funds
39 Surveys
40 Traveling Trophy "consecutive winners"

Needs

1 Continue to build capacity by providing events, trainings, and activities with takeaway educational materials and offering light refreshments, snacks, and other incentives.
2 Offer Professional Development/Conferences for teachers and Parents.
3 Honor our Community Donors by implementing "Passionate Panthers" to give our donors a plaque or certificate or Frame. Can also be thank you letter's written by our 3rd-4th graders to help practice their writing.
4 Implement Mentoring Programs: Potranco Papa's/watchdogs, Big Brother and Big Sister
5 Begin a community library (where kids can get books to read and donate old books they no longer read)
6 Implement one/two communicational platforms, so parents with multiple kids don't have to check so many communicational apps. (ex. Grades K-2 and 3-5 chooses remind, class tag, blooms, etc...)
7 Translate all documents such as notes, information, memos, newsletters, and events in Spanish. (May use title 1 funds for this, so teachers don't have to translate)
8 Incorporate a beginning of the year Bilingual/New Parent Technology Professional Development Training held by Mrs. Parra and Orozco to help them understand how to navigate the internet, MVISD website, and accessing skyward.
9 Caught being "Potranco Amazing" Binder to help boost staff morale. (If you see a teacher doing something amazing, go to the staff favorite things binder and find the teacher you caught, and spoil them with a couple of their favorite things and write them a kind note to boost their week. Then that teacher has to look for someone to spoil)
10 Create a future leader program called "Panther's making their mark" (We would collaborate with trade school and Universities about coming into our school and talking to our kids and parents about future jobs and possibilities)
11 Begin Cultural Heritage Months
12 Create more incentive programs for Reading and Math (Pizza Hut, Fiesta Texas, Urban Air, Top Golf, Andretti, Peter Piper)
13 Grade Level Cookout/Potluck/Refreshments Fall Back to school Evening. 1 per week, so that parents can meet their Childs teacher and have time to say hello. Especially for parents with multiple children in different grade levels.

Summary

Our committee came up with needs based on building a lifelong family partnership between students, staff, family, and community donors. Potranco committee members believe, "it takes a village to raise a child." If we all build these relationships together, just like a true panther we will leave an imprint, and together we will produce successful, independent lifelong learners and leaders that all started at Potranco Elementary.

Data

Skyward Data Mining
Climate Survey
Attendance Data

Inidividual Student Profiles
Staff Demographics
Student Achievement Data
Student Demographics
TAPR

School Context and Organization

Strengths

1. School communication
2. Tutoring is provided for grade levels Kinder through fifth.
3. Grade level minutes submitted weekly.
4. New teacher mentor program led by ESC 20.
5. Administration has an open door policy.
6. Instructional time is maximized with campus master schedule.
7. Grade level Chairs are available to help new teachers

Needs

1. Staff development with vertical alignment across campus and district for FIT Focus Instructional Target to close academic gaps.
2. Add alternative setting for students (ISS).
3. Leadership program for students to help teachers with duties.
4. On going revision of arrival and dismissal procedures with follow up in staff meetings.
5. Continue communication in a variety of ways to all stakeholders in a timely manner, i.e Facebook, Remind, etc.
6. New Staff Orientation List/File to help with individual campus protocols/do's and dont's
7. Positive reinforcement for students' behavior in cafeteria
8. Have school bus aides cover cafeteria duty as done in the past
9. Age appropriate recess equipment for all grade levels
10. Replace current carpeting with new industrial carpeting, i.e. library, music room, etc.

Summary

There is a need for staff development for vertical alignment, leadership program for students, and additional tutoring and resources for intervention.

Data

Climate Survey
Staff Demographics

Technology

Strengths

1 Google Education/Workspace Access
2 Online Assessment and Instructional Programs
3 Technology for Parent Communication and Volunteer Opportunities
4 Training for Google Education and other Technology programs, software, and equipment.
5 STEAM Lab Pilot
6 Increased WI-FI Capabilities

Needs

1 Provide additional computer labs and carts to increase student device ratio and access.
2 Provide grade level specific and appropriate intervention and instructional programs as well as assessment tools and learning management systems, licenses, and subscriptions.
3 Provide digital whiteboard/presentation devices for every classroom.
4 Maintain and increase Wi-Fi capabilities (so as not to lose streaming access during testing).
5 Continue Google and Technology Training.
6 Provide/replace campus necessary and emergency communications devices (Walkie-talkies, Inter-school phone systems)
7 Integration, expansion, and training for STEAM Lab

Summary

Our campus and students would benefit from additional devices for classrooms and students. Instructional programs continue to be a need as technology evolves and becomes more necessary for instruction delivery. New and replacement technology contributes to the overall safety and efficiency of our campus.

Data

Campus-Based Assessments
Curriculum-Based Assessments
Response to Intervention tracking
Student Achievement Data

Priority Needs

A: Demographics

- A1 More inclusion staff-Special Education Teachers/Assistants.
- A2 Instructional support for diverse population of students, such as, RTI coordinator/interventionist, Reading/Dyslexia and Math Specialists, and bilingual aide support to service all grade levels.
- A3 LSSP and Speech Pathologist located on campus.
- A4 Basic training for all teachers for dyslexia, autism, behavior and technology.

B: Student Achievement

- B1 Special Education resources for General Education Teacher
- B2 Provide consistent program for diagnostic tool to evaluate all grades K-5
- B3 Increase support, intervention, and training to reach students with social, emotional, and behavioral needs
- B4 Teacher professional development on classroom management (social skills, character development and instructional strategies)
- B5 Tutoring for all content areas.
- B6 Professional development for understanding the writing process.
- B8 Social Emotional support (with councelors/ small groups) for students struggling with the return from the COVID-19 remote school setting to minimize stress and anxiety associated with changes in order to support student attendance and success in the classroom.
- B9 Include first and second grade in the ESGI assessment program to be used with RTI students.

C: School Culture and Climate

- C1 Create a system and recognize students through Character Building, Social and Emotional Program.
- C2 Provide various means of communication systems for the school.

D: Staff Quality, Recruitment and Retention

- D1 Adequate personnel (teachers and aids) to support special education students to aid teachers within the classroom for inclusion.
- D2 More funding for Out of district professional development including partnership with other campuses and/or districts to provide observation opportunities for teachers and support staff.
- D3 More specific training for sub population groups within our special education department (including but not limited to autism, mental health, behavior management strategies for inclusion students) prior to the start of the school year for teachers and support staff.
- D4 Instructional materials to aid in teacher retention that follow the TEKS (updated frequently)

D5 Proper information and training about responsibilities in the classroom in correlation to teachers role when working with assistants, support staff, and inclusion aids. Allow collaboration between teachers and support staff.

E: Curriculum, Instruction and Assessment

E1 Renew subscription (campus-wide) of all technology programs for intervention in Reading/Math/504/Bilingual/Sped.

E2 Provide on-going staff development/training for all technology programs for intervention in reading/math/bilingual/sped/504.

E3 Provide Bilingual Academic Materials/Support for teachers.

E4 Continue in-school small group tutoring program for intervention in reading/math/writing/science.

E6 Increase interventionists to support all sub-populations and content areas.

E7 Continue support and expansion of classroom novel sets and classroom libraries.

E8 Continue support with math & science manipulatives, lab equipment, materials, and resources

E10 Incorporate student self assessment and goal setting.

E12 Provide instructional intervention programs with supporting technology and training.

E13 Provide Staff training and resources for RTI/MTSS.

E14 Continue to incorporate professional learning communities for teacher growth and a teacher resource library.

E16 Implement a K-2 and 3-5 Specialists for Reading and Math; addition of another reading and math specialists for the lower grades.

E18 Math Intervention Site created for teachers to utilize for intervention purposes.

F: Family and Community Engagement

F1 Continue to build capacity by providing events, trainings, and activities with takeaway educational materials and offering light refreshments, snacks, and other incentives.

F2 Offer Professional Development/Conferences for teachers and Parents.

F3 Honor our Community Donors by implementing "Passionate Panthers" to give our donors a plaque or certificate or Frame. Can also be thank you letter's written by our 3rd-4th graders to help practice their writing.

F4 Implement Mentoring Programs: Potranco Papa's/watchdogs, Big Brother and Big Sister

F5 Begin a community library (where kids can get books to read and donate old books they no longer read)

F7 Translate all documents such as notes, information, memos, newsletters, and events in Spanish. (May use title 1 funds for this, so teachers don't have to translate)

F9 Caught being "Potranco Amazing" Binder to help boost staff morale. (If you see a teacher doing something amazing, go to the staff favorite things binder and find the teacher you caught, and spoil them with a couple of their favorite things and write them a kind note to boost their week. Then that teacher has to look for someone to spoil)

G: School Context and Organization

G1 Staff development with vertical alignment across campus and district for FIT Focus Instructional Target to close academic gaps.

G4 On going revision of arrival and dismissal procedures with follow up in staff meetings.

G5 Continue communication in a variety of ways to all stakeholders in a timely manner, i.e Facebook, Remind, etc.

G6 New Staff Orientation List/File to help with individual campus protocols/do's and dont's

H: Technology

H1 Provide additional computer labs and carts to increase student device ratio and access.

H2 Provide grade level specific and appropriate intervention and instructional programs as well as assessment tools and learning management systems, licenses, and subscriptions.

H3 Provide digital whiteboard/presentation devices for every classroom.

H5 Continue Google and Technology Training.

Goals

Goal #1: Potranco Elementary will sustain and improve academic performance.

MVISD Strategic Plan Goal(s) Addressed by Goal 1

Growth: Takes a proactive role in planning for our rapidly growing population

Funding: Ensures proper allocation of funds to support all areas of the district.

Class/Course Offerings: Provides a variety of academic and extracurricular activities that promote well-rounded, career-minded students.

Communication/Involvement: Fosters an environment of parental and community involvement through open communication.

Technology: Provides relevant and reliable technology for staff, students, and guests

Facilities/Infrastructure: Provides and maintains appropriate facilities for district programs.

Legislative: Exceeds federal/state/local legislative requirements to develop an educational journey for each student's interests and success.

Staffing: Recruits and retains quality staff while offering professional development and leadership opportunities.

Goal #2: Increase employee satisfaction and retention of highly effective teachers and instructional aides.

MVISD Strategic Plan Goal(s) Addressed by Goal 2

Growth: Takes a proactive role in planning for our rapidly growing population

Funding: Ensures proper allocation of funds to support all areas of the district.

Communication/Involvement: Fosters an environment of parental and community involvement through open communication.

Technology: Provides relevant and reliable technology for staff, students, and guests

Facilities/Infrastructure: Provides and maintains appropriate facilities for district programs.

Staffing: Recruits and retains quality staff while offering professional development and leadership opportunities.

Goal #3: Potranco Elementary will maintain a safe school environment.

MVISD Strategic Plan Goal(s) Addressed by Goal 3

Growth: Takes a proactive role in planning for our rapidly growing population

Funding: Ensures proper allocation of funds to support all areas of the district.

Communication/Involvement: Fosters an environment of parental and community involvement through open communication.

Technology: Provides relevant and reliable technology for staff, students, and guests

Facilities/Infrastructure: Provides and maintains appropriate facilities for district programs.

Legislative: Exceeds federal/state/local legislative requirements to develop an educational journey for each student's interests and success.

Staffing: Recruits and retains quality staff while offering professional development and leadership opportunities.

Goal #4: To improve communication with all stakeholders by creating information pathways with increasing participation.

MVISD Strategic Plan Goal(s) Addressed by Goal 4

Growth: Takes a proactive role in planning for our rapidly growing population

Communication/Involvement: Fosters an environment of parental and community involvement through open communication.

Actions

Goal #1: Potranco Elementary will sustain and improve academic performance.

Objective #1: All students and student groups will increase or sustain academic performance at or above grade level as measured by campus, district, and state level academic reports.

1	**Action:** Implement a school wide intervention block for 1st-5th grade and push in support for PreK and kinder to provide timely and high quality interventions by classroom teachers and interventionists. [Critical Success Factors [Critical Success Factors 1, 2, 4, 7]] **Needs:** A2; A3; B2; B3; B5; E4; E6; E16; H2 [Title I Components CIP]	**Person(s) Responsible:** Principal Vice Principal Teachers Interventionist Social Worker	**Funding/FTEs:** Local Funds $4,000.00; Title I, Part A Funds $4,000.00; 1.25 FTEs; Title III, Part A Funds; Title I, Part C-Migrant; State Comp Ed Funds $20,000.00
	Evidence of Implementation: Assigned intervention blocks by grade level List of students served during intervention time by teachers Fidelity Check list	**Ongoing Evaluation Method:** Progress monitoring Progress reports Report cards Grade level meetings with Reading Specialist, Academic Coordinator, and Principal	**Final Evaluation Method:** EOY assessments STAAR assessments Teacher input and survey
	Timeline: 9/1/2021 - 6/4/2022 (Daily)		**Resources:** Master Schedule Assessment Data (common assessment, BOY, MOY and EOY assessments, STAAR assessment) Diagnostic Data (STAR Renaissance) Teacher Input;

2	**Action:** Data meetings to review progress monitoring and assessment data to develop academic interventions. [Critical Success Factors [Critical Success Factors 1, 2, 4, 7]] **Needs:** A2; B2; E1; H2;	**Person(s) Responsible:** Reading Specialist Math Specialist Vice Principal Principal LSSP Diagnosticians	**Funding/FTEs:** Title I, Part A Funds; Title IV, Part A Funds $7,900.00; Local Funds
	Evidence of Implementation: Scheduled meetings Sign-in sheets per meeting Data reports	**Ongoing Evaluation Method:** Data reports Specialist documentation	**Final Evaluation Method:** EOY and STAAR assessments Student promotion Teacher input
	Timeline: 9/1/2021 - 6/4/2022 (Monthly)		**Resources:** Istation Common Assessments BOY, MOY, and EOY assessments;

3	**Action:** Provide curriculum and technological resources so teachers can better teach the TEKS. [Critical Success Factors [Critical Success Factors 1, 2, 4, 7]] **Needs:** B2; B9; D4; E12; H2;	**Person(s) Responsible:** Teachers Interventionist Vice Principal Principal CIT	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Title I, Part A Funds
	Evidence of Implementation: Utilization of instructional materials Technology usage by teachers and students	**Ongoing Evaluation Method:** Walk throughs Technology usage reports Fidelity Checks	**Final Evaluation Method:** Assessments Walk throughs Summatives Technology usage reports Fidelity Checks
	Timeline: 8/27/2021 - 6/4/2022 (Annually)		**Resources:** Computers; Smartboards, Chrome Books and IPADS; Online programs; Curriculum; ESC 20 Co-OP; TEKS Resource system;

4	**Action:** Implement a Response to Intervention (RTI)/Multi-tier System of Support (MTSS) system with training, procedures, and documents. [Critical Success Factors [Critical Success Factors 1, 2, 6]] **Needs:** A2; B2; B3; E12; E13; E18; G3; [Title I Components CIP]	**Person(s) Responsible:** Principal Vice Principal Reading Specialists Special Education staff and interventionist	**Funding/FTEs:** Title I, Part A Funds
	Evidence of Implementation: RTI meetings RTI schedule Success Ed documentation	**Ongoing Evaluation Method:** RTI meetings RTI schedule Success Ed documentation	**Final Evaluation Method:** RTI meetings RTI schedule Success Ed documentation
	Timeline: 9/1/2021 - 6/4/2022 (Daily)		**Resources:** Principal Vice Principal Success Ed SPED department staff Reading Specialist Math Specialist RTI action network;

5	**Action:** Students to have access to resources which will help them better access the curriculum, support skills, and master TEKS. [Critical Success Factors [Critical Success Factors 1, 4]] **Needs:** A1; A2; A3; A3; B1; B5; B9; D1; E3; E4; H1; H2; H3	**Person(s) Responsible:** Principal Vice Principal Reading Specialists Math Specialists Special Education staff and interventionist	**Funding/FTEs:** State Comp Ed Funds $15,623.00
	Evidence of Implementation: Instructional materials check out inventory Instructional technology inventory Chrome cart check out Computer lab sign up sheet and usage	**Ongoing Evaluation Method:** Instructional technology usage reports Common Assessments Benchmarks State Assessments	**Final Evaluation Method:** Instructional technology usage reports Instructional materials check in inventory Instructional technology inventory Chrome cart check in Computer lab sign up sheet and usage
	Timeline: 8/27/2021 - 6/30/2022 (Daily)		**Resources:** Principal Vice Principal Success Ed SPED department staff Reading Specialist Math Specialist RTI action network;

Goal #2: Increase employee satisfaction and retention of highly effective teachers and instructional aides.

Objective #1: Maintain turnover rate of less than 7% staff members by providing increased instructional support, staff development, leadership capacity, PLC participation, and ownership of campus decision making.

1	**Action:** Assign mentors to new staff members and develop a schedule for mentorship activities. [Critical Success Factors [Critical Success Factors 3, 6, 7]] **Needs:** D2; D5; [Title I Components CIP]	**Person(s) Responsible:** Principal Vice Principal Mentor Teachers	**Funding/FTEs:** Title I, Part A Funds; Title II, Part A Funds $5,000.00
	Evidence of Implementation: Schedule meetings and activities	**Ongoing Evaluation Method:** Meetings with academic coordinator and principal	**Final Evaluation Method:** New teacher survey Mentor teacher survey
	Timeline: 9/1/2021 - 6/4/2022 (Weekly)		**Resources:** Mentors, Mentees Academic coordinator;

2	**Action:** Meet weekly as a campus. [Critical Success Factors [Critical Success Factors 6, 7]] **Needs:** A5; E2; G3; G8; [Title I Components CIP]	**Person(s) Responsible:** Principal Academic Coordinator Reading Specialist Math Specialist Campus Secretary	**Funding/FTEs:** Title I, Part A Funds
	Evidence of Implementation: Sign in sheets meeting agendas	**Ongoing Evaluation Method:** Sign in sheets meeting agendas Google calendar	**Final Evaluation Method:** Teacher survey results and comments
	Timeline: 8/15/2021 - 6/4/2022 (Weekly)		**Resources:** Campus and district calendars Principal Vice Principal Reading Specialist Campus Secretary;

3	**Action:** Implement support systems and time to support collaborative planning through grade level meetings and PLC's which provides teachers with the capacity to be reflective about their practice. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 6, 7]] **Needs:** B5; B7; D3; E2; E14; E15; G3; G8;	**Person(s) Responsible:** Principal Vice Principal Reading Specialist Math Specialist Grade level chair Teachers	**Funding/FTEs:** Title I, Part A Funds
	Evidence of Implementation: grade level meeting minutes PLC meeting minutes sign in sheets agendas	**Ongoing Evaluation Method:** weekly grade level meeting minutes weekly and monthly meetings with specialist PLC meetings	**Final Evaluation Method:** surveys teacher retention PLC binder
	Timeline: 8/27/2021 - 6/4/2022 (Weekly)		**Resources:** data schedule weekly bulletin campus, grade level, data meetings;

4	**Action:** Communicate by providing a weekly bulletin and Google calendar. [Critical Success Factors [Critical Success Factors 6, 7]] **Needs:** C2; G8; H5; [Title I Components CIP]	**Person(s) Responsible:** Principal Vice Principal Counselor Reading Specialist Math Specialist Campus Secretary Receptionist	**Funding/FTEs:**
	Evidence of Implementation: weekly emails Bulletin updated Google calendar	**Ongoing Evaluation Method:** weekly emails Bulletin updated Google calendar	**Final Evaluation Method:** teacher survey
	Timeline: 8/26/2021 - 6/4/2022 (Weekly)		**Resources:** bulletin calendar of events Schedule Google Calendar;

5	**Action:** Recognize staff for attendance. [Critical Success Factors [Critical Success Factors 6, 7]] **Needs:** F9; G8; G9; [Title I Components CIP]	**Person(s) Responsible:** Principal Vice Principal Campus Secretary Attendance Clerk	**Funding/FTEs:**
	Evidence of Implementation: AESOP reports calendar jeans passes college day certificates	**Ongoing Evaluation Method:** AESOP reports calendar	**Final Evaluation Method:** AESOP reports calendar
	Timeline: 9/27/2021 - 6/4/2022 (Bi-Monthly)		**Resources:** AESOP reports calendar attendance clerk;

6	**Action:** Host student teachers throughout the year. [Critical Success Factors [Critical Success Factors 6, 7]] **Needs:** D7; F1; [Title I Components CIP]	**Person(s) Responsible:** Principal HR director Cooperating teachers	**Funding/FTEs:**
	Evidence of Implementation: list of student teachers Schedules for student teachers	**Ongoing Evaluation Method:** list of student teachers Schedules for student teachers Continued cooperation of teachers	**Final Evaluation Method:** Cooperating teachers list of student teachers hiring of student teachers
	Timeline: 9/1/2021 - 6/4/2022 (Annually)		**Resources:** College Campuses HR Director;

7	**Action:** Provide ongoing professional development and training for staff for content, best practices, instructional materials, and online programs. [Critical Success Factors [Critical Success Factors 1, 2, 4, 6, 7]] **Needs:** B7; D1; D2; D3; D5; D7; E2; E7; E8; E9; E13; E14; E15; G3; H2	**Person(s) Responsible:** Principal Vice Principal Curriculum Department Google Trainer District Librarians Reading Specialist Math Specialist Counselor	**Funding/FTEs:** Title I, Part A Funds
	Evidence of Implementation: Walk throughs forms sign in sheets program data reports	**Ongoing Evaluation Method:** meetings Walk throughs	**Final Evaluation Method:** Observations Teacher surveys TTESS summatives
	Timeline: 8/1/2021 - 6/4/2022 (Daily)		**Resources:** STAR Renaissance Discovery Education;

8	**Action:** Schedule and incorporate instructional rounds for teachers to visit and observe fellow colleagues' classroom. [Critical Success Factors [Critical Success Factors 1, 6, 7]] **Needs:** A5; B5; D2; [Title I Components CIP]	**Person(s) Responsible:** Principal Vice Principal Secretary	**Funding/FTEs:**
	Evidence of Implementation: Schedule of teachers participating instructional rounds Google sheet containing number of visits	**Ongoing Evaluation Method:** Schedule of teachers participating instructional rounds Google sheet containing number of visits	**Final Evaluation Method:** Schedule of teachers participating instructional rounds Google sheet containing number of visits Teacher feedback and surveys
	Timeline: 9/1/2021 - 6/4/2022 (Daily)		**Resources:** Master schedule Substitute list Staff roster;

Goal #3: Potranco Elementary will maintain a safe school environment.

Objective #1: All campus staff will continue to place a high priority on school safety, health, and security for students and staff.

1	**Action:** Display and utilize updated campus maps and drill procedures. [Critical Success Factors [Critical Success Factors 6]] **Needs:** G6; G8; [Title I Components CIP]	**Person(s) Responsible:** Principal Vice Principal School Safety Committee	**Funding/FTEs:**
	Evidence of Implementation: Drill logs Consistent time and procedures to complete drills	**Ongoing Evaluation Method:** Drill logs Safety Committee meetings Staff feedback	**Final Evaluation Method:** Drill logs time decreasing as drill are performed
	Timeline: 8/27/2021 - 6/4/2022 (Monthly)		**Resources:** campus maps Drill procedures School Safety website drill logs;

2	**Action:** Staff will wear badges at all times. [Critical Success Factors [Critical Success Factors 6]] **Needs:** A5 [Title I Components CIP]	**Person(s) Responsible:** Principal Vice Principal	**Funding/FTEs:**
	Evidence of Implementation: badges	**Ongoing Evaluation Method:** badges	**Final Evaluation Method:** badges
	Timeline: 8/27/2021 - 6/4/2022 (Daily)		**Resources:** badges;

3	**Action:** CPR certification/renewal opportunities will be provided by the district nurse to enable staff to assist in crisis situations. [Critical Success Factors [Critical Success Factors 3, 6]] **Needs:** B8;	**Person(s) Responsible:** Principle Vice Principal District Nurse Nurse	**Funding/FTEs:**
	Evidence of Implementation: Signing up for training Certificate of completion	**Ongoing Evaluation Method:** Using CPR procedures if needed	**Final Evaluation Method:** Certificate of completion
	Timeline: 8/27/2021 - 6/4/2022 (As Needed)		**Resources:** District training module;

4	**Action:** Implement and refine arrival and dismissal procedures. [Critical Success Factors [Critical Success Factors 6]] **Needs:** G6; G8 [Title I Components CIP]	**Person(s) Responsible:** Principal Vice Principal Teachers and staff Safety Committee	**Funding/FTEs:**
	Evidence of Implementation: Dismissal complete in a timely manner Written arrival and dismissal procedures	**Ongoing Evaluation Method:** Safety committee meetings to review and adjust procedures	**Final Evaluation Method:** Teacher and Parent feedback and surveys
	Timeline: 8/27/2021 - 6/4/2022 (Daily)		**Resources:** Drop off procedures Dismissal procedures;

5	**Action:** The counselor will provide violence, bullying, and drug prevention lessons, programs, or information. [Critical Success Factors [Critical Success Factors 6]] **Needs:** B2; C2; [Title I Components CIP]	**Person(s) Responsible:** Counselor	**Funding/FTEs:**
	Evidence of Implementation: Guidance counseling classes Schedule of guidance counseling classes Red Ribbon Week State Farm anti-bullying program message implemented weekly during announcements	**Ongoing Evaluation Method:** Student, Parent, and Teacher feedback State Farm anti-bullying program message implemented weekly during announcements	**Final Evaluation Method:** Student, Parent, and Teacher end of year surveys
	Timeline: 9/10/2021 - 6/4/2022 (Every 3 weeks)		**Resources:** Counseling schedule Classroom Anti-bullying packet from State Farm Red Ribbon Week activities;

6	**Action:** Promote physical health through Hoops for Heart, Elementary Track Meet, Fitness Gram, Mile Club, and Field Day. [Critical Success Factors [Critical Success Factors 6]] **Needs:** C2; E11; [Title I Components CIP]	**Person(s) Responsible:** PE teacher PE aide Principal Vice Principal Teachers	**Funding/FTEs:**
	Evidence of Implementation: Schedule Google calendar	**Ongoing Evaluation Method:** Student participation Parent volunteers Number of students participation	**Final Evaluation Method:** Student participation Fitness Gram state data
	Timeline: 8/27/2021 - 6/4/2022 (Annually)		**Resources:** Fitness Gram Gym Hoops for Heart PE equipment schedules Google calendar;

7	**Action:** The nurse will provide air quality alerts, vision and hearing screening, along with health and hygiene talks. [Critical Success Factors [Critical Success Factors 6]] **Needs:** B2; G8; [Title I Components CIP]	**Person(s) Responsible:** District and Campus Nurses Principal Vice Principal	**Funding/FTEs:**
	Evidence of Implementation: Google calendar Schedule Student feedback	**Ongoing Evaluation Method:** Student feedback	**Final Evaluation Method:** Teacher, parent, and student surveys
	Timeline: 8/27/2021 - 6/30/2022 (Annually)		**Resources:** nurses district nurse Schedule google calendar brochures;

8	**Action:** The social worker will address the psychological and emotional needs of students by visiting, seeing, and counseling students and working with teachers and parents to communicate and solve problems. [Critical Success Factors [Critical Success Factors 6]] **Needs:** B2; [Title I Components CIP]	**Person(s) Responsible:** Social Worker Counselor Teachers Principal Vice Principal	**Funding/FTEs:** State Comp Ed Funds 1 FTEs
	Evidence of Implementation: Referral process Student visits Documentation	**Ongoing Evaluation Method:** Referral process Student visits Documentation	**Final Evaluation Method:** Referral process Student visits Documentation
	Timeline: 8/27/2021 - 6/30/2022 (As Needed)		**Resources:** Social Worker Counselor Referral process Teachers Parents;

9	**Action:** Provide supplies and other basic needs for students identified via the McKinney-Vento program. [Critical Success Factors [Critical Success Factors 1, 4, 6]] **Needs:** B3; B5;	**Person(s) Responsible:** Campus admin and district McKinney-Vento liaison.	**Funding/FTEs:** Title I, Part A Funds $500.00; Tx Educ for Children Homeless Youth
	Evidence of Implementation: Needs list and signed receipts of services/supplies provided	**Ongoing Evaluation Method:** Every 3-6 weeks the liaison pulls reports and follows up with student and campus designee	**Final Evaluation Method:** list of identified students and list of supplies and services provided are available.
	Timeline: 8/27/2021 - 6/4/2022 (As Needed)		**Resources:** needs list;

Goal #4: To improve communication with all stakeholders by creating information pathways with increasing participation.

Objective #1: Strengthen parental involvement by 10% in support of student social development and academic achievement.

1	**Action:** Provide volunteer training throughout the year. [Critical Success Factors [Critical Success Factors 1, 5, 6]] **Needs:** G8; [Title I Components Evaluation]	**Person(s) Responsible:** Principal Vice Principal Counselor Federal programs staff	**Funding/FTEs:** Title I, Part A Funds .125 FTEs
	Evidence of Implementation: Sign in sheets Volunteer sign in checklist	**Ongoing Evaluation Method:** requests to volunteer need for additional training sessions	**Final Evaluation Method:** Volunteer survey Student achievement and performance on state assessment and campus assessments
	Timeline: 9/1/2021 - 6/4/2022 (As Needed)		**Resources:** Volunteer checklist Criminal Background check Training PowerPoint Federal Programs staff and resources Visitors pass Sign in sheets;

2	**Action:** Disseminate annual parental survey to measure satisfaction. [Critical Success Factors [Critical Success Factors 5, 6]] **Needs:** G8; [Title I Components Evaluation]	**Person(s) Responsible:** Principal Vice Principal	**Funding/FTEs:**
	Evidence of Implementation: Survey sent out digitally or hard copy Responses from parents	**Ongoing Evaluation Method:** parent participation and attendance	**Final Evaluation Method:** Number of responses collected through Eduphoria Anecdotal feedback from parents
	Timeline: 8/27/2021 - 6/4/2022 (Annually)		**Resources:** Eduphoria Data from survey;

3	**Action:** Host family events: literacy and math nights, Fall Festival, Grandparent's Day, grade level performances, assemblies, open house, parent conferences, family picnic, Veteran's Day, Family Night out, College and career day, and informational and education days/evenings. [Critical Success Factors [Critical Success Factors 1, 5, 6]] **Needs:** F1; F2; F3; F4; F5 [Title I Components Evaluation]	**Person(s) Responsible:** Principal Vice Principal Counselor Teachers PTO	**Funding/FTEs:** Local Funds; Title I, Part A Funds $1,265.00; PTA Funds
	Evidence of Implementation: sign in sheets google calendar campus and grade level newsletters	**Ongoing Evaluation Method:** sign in sheets google calendar campus and grade level newsletters	**Final Evaluation Method:** parental survey student survey
	Timeline: 9/1/2021 - 6/30/2022 (On-going)		**Resources:** letters sign in sheets PTO Federal programs;

4	**Action:** Disseminate information through campus marquee, campus and teacher websites, campus bulletin boards, teacher newsletters, campus newsletters, social media, parent conferences, email, and phone calls, Sky Alert, Remind, Class Dojo, and Bloomz. [Critical Success Factors [Critical Success Factors 5, 6]] **Needs:** C3; F2; F3; G8; [Title I Components Evaluation]	**Person(s) Responsible:** Principal Vice Principal Teachers Counselor Webmaster and Social Media Specialist PTO	**Funding/FTEs:**
	Evidence of Implementation: attendance sign in sheets	**Ongoing Evaluation Method:** sign in sheets conference attendance parent contact logs	**Final Evaluation Method:** parental survey Attendance Sign in sheets
	Timeline: 8/27/2021 - 6/4/2022 (Weekly)		**Resources:** Newsletters website apps marquee email;

5	**Action:** The Potranco staff and administration, along with parent, business, and community members conducted the comprehensive needs assessment (CNA) in late Spring. Analysis, input, and outcomes were reviewed and documented. Later in August, the Campus Improvement Plan was developed/refined. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 5, 6, 7]] **Needs:** F7; G8; [Title I Components CNA, Evaluation]	**Person(s) Responsible:** Principal Vice Principal	**Funding/FTEs:**
	Evidence of Implementation: Sign in sheets, agendas, and final CNA and CIP reports completed	**Ongoing Evaluation Method:** Campus meets monthly to review and refine the plan	**Final Evaluation Method:** Completed CIP for the new year
	Timeline: 4/1/2021 - 8/31/2022 (Annually)		**Resources:** Data disaggregation via PEIMS, TAPR, Skyward data mining, sign in sheets, agendas;

6	**Action:** The Title I Policy Brochure, Campus Compact, and CIP will be translated for communication with parents/guardians. [Critical Success Factors [Critical Success Factors 5, 6]] **Needs:** C2; F7; [Title I Components CIP, Evaluation]	**Person(s) Responsible:** Principal Vice Principal Secretary Federal Programs	**Funding/FTEs:**
	Evidence of Implementation: Documents disseminated to parents	**Ongoing Evaluation Method:** Documents disseminated to parents	**Final Evaluation Method:** Documents disseminated to parents
	Timeline: 8/27/2021 - 7/4/2022 (Daily)		**Resources:** translating services Federal programs CIP Title I Policy Brochure Campus Compact;

Funding		
Local Funds	$4,700.00	
PTA Funds		
State Comp Ed Funds	$35,623.00	1.00 FTEs
Title I, Part A Funds	$5,765.00	1.38 FTEs
Title I, Part C-Migrant		
Title II, Part A Funds	$5,000.00	
Title III, Part A Funds		
Title IV, Part A Funds	$7,900.00	
Tx Educ for Children Homeless Youth		

Title I

This Organization is consolidating the following funds: N/A

Element 1: Comprehensive Needs Assessment

Conduct a Comprehensive Needs Assessment

Goal # 4, Objective #1 , Strategy # 5: The Potranco staff and administration, along with parent, business, and community members conducted the comprehensive needs assessment (CNA) in late Spring. Analysis, input, and outcomes were reviewed and documented. Later in August, the Campus Improvement Plan was developed/refined.

Element 2: Schoolwide Plan

Prepare a Comprehensive Schoolwide Plan

Goal # 1, Objective #1 , Strategy # 1: Implement a school wide intervention block for 1st-5th grade and push in support for PreK and kinder to provide timely and high quality interventions by classroom teachers and interventionists.

Goal # 1, Objective #1 , Strategy # 4: Implement a Response to Intervention (RTI)/Multi-tier System of Support (MTSS) system with training, procedures, and documents.

Goal # 2, Objective #1 , Strategy # 1: Assign mentors to new staff members and develop a schedule for mentorship activities.

Goal # 2, Objective #1 , Strategy # 2: Meet weekly as a campus.

Goal # 2, Objective #1 , Strategy # 4: Communicate by providing a weekly bulletin and Google calendar.

Goal # 2, Objective #1 , Strategy # 5: Recognize staff for attendance.

Goal # 2, Objective #1 , Strategy # 6: Host student teachers throughout the year.

Goal # 2, Objective #1 , Strategy # 8: Schedule and incorporate instructional rounds for teachers to visit and observe fellow colleagues' classroom.

Goal # 3, Objective #1 , Strategy # 1: Display and utilize updated campus maps and drill procedures.

Goal # 3, Objective #1 , Strategy # 2: Staff will wear badges at all times.

Goal # 3, Objective #1 , Strategy # 4: Implement and refine arrival and dismissal procedures.

Goal # 3, Objective #1 , Strategy # 5: The counselor will provide violence, bullying, and drug prevention lessons, programs, or information.

Goal # 3, Objective #1 , Strategy # 6: Promote physical health through Hoops for Heart, Elementary Track Meet, Fitness Gram, Mile Club, and Field Day.

Goal # 3, Objective #1 , Strategy # 7: The nurse will provide air quality alerts, vision and hearing screening, along with health and hygiene talks.

Goal # 3, Objective #1 , Strategy # 8: The social worker will address the psychological and emotional needs of students by visiting, seeing, and counseling students and working with teachers and parents to communicate and solve problems.

Goal # 4, Objective #1 , Strategy # 6: The Title I Policy Brochure, Campus Compact, and CIP will be translated for communication with parents/guardians.

Element 3: Parent and Family Engagement

Implement programs, activities, and procedures for the involvement of parents and family members

Goal # 4, Objective # 1, Strategy # 1: Provide volunteer training throughout the year.

Goal # 4, Objective # 1, Strategy # 2: Disseminate annual parental survey to measure satisfaction.

Goal # 4, Objective # 1, Strategy # 3: Host family events: literacy and math nights, Fall Festival, Grandparent's Day, grade level performances, assemblies, open house, parent conferences, family picnic, Veteran's Day, Family Night out, College and career day, and informational and education days/evenings.

Goal # 4, Objective # 1, Strategy # 4: Disseminate information through campus marquee, campus and teacher websites, campus bulletin boards, teacher newsletters, campus newsletters, social media, parent conferences, email, and phone calls, Sky Alert, Remind, Class Dojo, and Bloomz.

Goal # 4, Objective # 1, Strategy # 5: The Potranco staff and administration, along with parent, business, and community members conducted the comprehensive needs assessment (CNA) in late Spring. Analysis, input, and outcomes were reviewed and documented. Later in August, the Campus Improvement Plan was developed/refined.

Goal # 4, Objective # 1, Strategy # 6: The Title I Policy Brochure, Campus Compact, and CIP will be translated for communication with parents/guardians.

TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

#1: Recruit, support, and retain teachers and principals
#2: Build a foundation of reading and math
#3: Connect high school to career and college
#4: Improve low-performing schools

THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

#1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
#2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
#3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
#4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.
Objective #2: Students will be encouraged and challenged to meet their full educational potential.
Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration

MVISD

Campus Improvement Plan

Loma Alta Middle School

2021-2022

266 CR 381

San Antonio, TX 78253

State ID: 163908043

Mission

By establishing a safe, respectful and nurturing environment, we will inspire students to be innovative thinkers, self-advocates and responsible citizens.

Vision

Together, we will foster a desire for lifelong learning that prepares students to reach their potential.

Description

Loma Alta Middle School opened its doors in 2018 and serves 780 students in grades 6 through 8. The student population is 5.4% African American, 67.6% Hispanic, 20.1% White, 1.0% American Indian, 1.0% Asian, 0.4% Pacific Islander, 4.5% Two Or more Races, 50.9% Male, 49.1% Female. Loma Alta Middle School serves 13.5% Special Education students, 53.3% Economically Disadvantaged students, 5.8% English Language Learners; 28.8% At-Risk students, 7.1% Gifted & Talented students. The overall mobility rate for the campus is 13.9%. The average attendance rate for students is 96.4%.

Title I Campus

LAMS is a Title I Campus

Demographics

Although Loma Alta provides support for our non-English speaking families and students, we would like to add support in areas such as filling out the lunch applications and being able to log into skyward. Loma Alta would also like to focus on at-risk students by adopting interventions to help support them.

Student Achievement

Due to the COVID-19 pandemic, all state testing was cancelled. We will now use common assessment data and the previous year STAAR results to gauge student achievement.

School Culture and Climate

Loma Alta provided an educational field trip for the 7th graders this year, but due to the COVID-19 pandemic, we were not able to provide the other grades a trip. We would like to continue educational field trips along with increasing our character building for our students.

Staff Quality, Recruitment and Retention

Although we are a highly thought of district, we need to retain our teachers once they arrive. We would like to look at incentives for attendance for teachers. We also see the need to recruit substitute teachers.

Curriculum, Instruction and Assessment

We were fortunate to provide Math and Reading academies for our struggling learners during the previous years. In 2020-2021, we will change 6th and 7th grade to a push in model. We would like to add a specialist to our campus for daily support with curriculum. We also need continued support for our ELL students.

Family and Community Engagement

This year, and especially during the school closure, we did a good job communicating with parents and the community through social media. With report cards and student grades on Skyward, we need to continue encouraging the use of Skyward.

School Context and Organization

Every core area has a department head. This person is a great resource for our teachers. They hold PLC meetings and ensure that curriculum is aligned. Outside of core classes, our teachers need additional training on special program areas such as SuccessEd.

Technology

Medina Valley ISD began moving in the right direction and adding technology. Due to the COVID-19 pandemic, we used technology more than ever. Every teacher and most students had to learn Google Classroom. We are using Google classroom more than ever and will continue that push. We do need more technology, such as Chromebooks, in the classrooms.

Special Programs

Addressing Needs of Students At-Risk of Not Meeting State Standards

The campus leadership team monitors and addresses students who are at risk of not meeting state standards by reviewing trends and patterns on state and benchmark assessments, RTI documentation, and then providing academic support, i.e. after school/parent arranged tutoring.

CNA Process

LAM assembles its committee in late spring to review data and obtain input on the various needs of its students based on demographics, educationally disadvantaged and special programs. In June-August, the strategies are refined. In August or September, the final CIP is presented to the CIP committee.

Administrators

Joseph Guidry	Principal
Daniel Williams	Vice Principal
Stephanie Bippert	Vice Principal

Planning Committee

Member Name	Title
Joseph Guidry	Principal

Planning Committee (continued)

Member Name	Title
Daniel Williams	Assistant Principal
Stephanie Bippert	Vice-Principal
Sarah Young	Teacher
Angela Grivich	Teacher
Abigail Snell	Teacher
Judith Blake	Teacher
Jennifer Hickman	Teacher
Joy Smith	Teacher
Natalie Mueller	Teacher
M Torres	Teacher
Christine Hildebrand	Teacher
Juan Pena	Counselor
Rosemary Morales	Counselor
Tracie Rhea	Teacher
Darren Calvert	Parent
April Davis	Parent
Carrie Calvert	Parent
Milo Guarnero	Community Member
Henry Haegelin	Community Member
Jeffrey Fankel	Business Representative
Cheryl Dziuk	Business Representative

Comprehensive Needs Assessment

Demographics

Strengths

1 Social worker on campus to provide counseling in small group settings.
2 Academy for ESL and SPED resource students.
3 Attendance incentives
4 Student to teacher ratio

Needs

1 General education teachers collaborate with Special Education teachers.
2 Mentoring program for at-risk students.
3 More teacher phones available to call parents.
4 Additional help/support for parents filling out free/reduced lunch at BOY.
5 Needs to balance inclusion students in classes.

Summary

Although Loma Alta provides support for our non-English speaking families and students, we would like to add support in areas such as filling out the lunch applications and being able to log into skyward. Loma Alta would also like to focus on at-risk students by adopting interventions to help support them.

Data

Attendance Data
TAPR

Student Achievement

Strengths

1 Students were bench marked and then regular common assessments helped to show progress or lack thereof.
2 Interventions and Double Collaborative

Needs

1 Smaller teacher to student ratio in inclusion classes.
2 More exposure to online testing.
3 Cross-curricular writing in all grade levels.
4 Reading/Math Specialist
5 Curriculum Specialist

Summary

Due to the COVID-19 pandemic, all state testing was cancelled. We will now use common assessment data and the previous year STAAR results to gauge student achievement.

Data

Classroom Walkthrough Data
Curriculum-Based Assessments
Formative Assessments

School Culture and Climate

Strengths

1 Teacher ability to build relationships
3 Teachers are seen as role models to students
4 Educational Field trips
5 School Counselors did one guidance lesson for all 3 grade levels.
6 Social worker gave PD on mental health awareness.
7 Folder system used to indicate "student needs break" without the student knowing.

Needs

1 Campus-level support of clubs
2 Bullying education for students and teachers
4 More opportunities for students to attend field trips.
5 Monthly character building skills throughout the year.
6 Teacher "oasis" room. This room would be separate from the work room. This room would be for relaxation on a hard day.

Summary

Loma Alta provided an educational field trip for the 7th graders this year, but due to the COVID-19 pandemic, we were not able to provide the other grades a trip. We would like to continue educational field trips along with increasing our character building for our students.

Data

Attendance Data
Staff Demographics

Staff Quality, Recruitment and Retention

Strengths

1. High level of collaboration within the staff.
2. Collaboration with the community.
3. Teacher flexibility and adaptability.
4. Quality teaching.

Needs

1. Better employee benefits package
2. Teacher attendance incentives
3. Substitute recruitment training
4. Teachers would like team building activities to get to know other members of the staff and discuss cross curricular activities.

Summary

Although we are a highly thought of district, we need to retain our teachers once they arrive. We would like to look at incentives for attendance for teachers. We also see the need to recruit substitute teachers.

Data

Classroom Walkthrough Data

Staff Demographics

Attendance Data

Curriculum, Instruction and Assessment

Strengths

1. Curriculum support at the district level
2. Math and Reading academies for struggling learners
3. Preparation course to expose 8th graders to CTE program

Needs

1. Reading Specialist
2. English Language Learner support
3. Specific curriculum for Math and Reading academies
4. Continued resources and support for accelerated instruction.
5. More rechargeable TI 84 graphing calculators.

Summary

We were fortunate to provide Math and Reading academies for our struggling learners during the previous years. In 2020-2021, we will change 6th and 7th grade to a push in model. We would like to add a specialist to our campus for daily support with curriculum. We also need continued support for our ELL students.

Data

Campus-Based Assessments
Curriculum-Based Assessments
District-Based Assessments
Formative Assessments
Student Achievement Data

Family and Community Engagement

Strengths

1 Monthly newsletter
2 Meet the teacher night
3 Academic Awards Ceremony-virtual
4 MVISD Facebook/Twitter page
5 Community involvement with band, sports, and cheer
6 Big Art Day
7 Science star night

Needs

1 Opportunities for parent outreach.
2 Parent Communication

Summary

This year, and especially during the school closure, we did a good job communicating with parents and the community through social media. With report cards and student grades on Skyward, we need to continue encouraging the use of Skyward.

Data

Attendance Data
Student Achievement Data
Student Demographics

School Context and Organization

Strengths

1. Every core department has a lead teacher
2. Weekly curriculum meetings
3. In addition to district mentor program, department leads provide guidance.
4. Check out procedures for the COWs and computer labs.

Needs

1. AWARE-up to date information on LEP and 504 students
2. Additional funding for inclusion teachers/staff
3. Training for staff on SuccessEd
4. Additional training in SuccessEd for RTI, 504s, SPED and ESL info.
5. Smaller lunches (3 lunches)

Summary

Every core area has a department head. This person is a great resource for our teachers. They hold PLC meetings and ensure that curriculum is aligned. Outside of core classes, our teachers need additional training on special program areas such as SuccessEd.

Data

Staff Demographics

Student Achievement Data

Student Demographics

Technology

Strengths

1 Wifi drops
2 Infocus machines in all classrooms
3 Use of Google Classroom
4 COWs used more often.

Needs

1 Smartboards for all core classrooms
2 Increase student access to technology
3 Staff development focused on technology for the classrooms
4 COWs for each department.
5 Zspace computers

Summary

Medina Valley ISD began moving in the right direction and adding technology. Due to the COVID-19 pandemic, we used technology more than ever. Every teacher and most students had to learn Google Classroom. We are using Google classroom more than ever and will continue that push. We do need more technology, such as Chromebooks, in the classrooms.

Data

Student Achievement Data

Priority Needs

A: Demographics

- A2 Mentoring program for at-risk students.

B: Student Achievement

- B4 Reading/Math Specialist
- B5 Curriculum Specialist

C: School Culture and Climate

- C1 Campus-level support of clubs
- C2 Bullying education for students and teachers
- C4 More opportunities for students to attend field trips.
- C5 Monthly character building skills throughout the year.

D: Staff Quality, Recruitment and Retention

- D2 Teacher attendance incentives
- D3 Substitute recruitment training
- D4 Teachers would like team building activities to get to know other members of the staff and discuss cross curricular activities.

E: Curriculum, Instruction and Assessment

- E1 Reading Specialist
- E2 English Language Learner support
- E3 Specific curriculum for Math and Reading academies
- E4 Continued resources and support for accelerated instruction.

F: Family and Community Engagement

- F1 Opportunities for parent outreach.
- F2 Parent Communication

H: Technology

- H2 Increase student access to technology
- H3 Staff development focused on technology for the classrooms

Goals

Goal #1: Focus on continual growth among all grade levels in core academics.

MVISD Strategic Plan Goal(s) Addressed by Goal 1

Growth: Takes a proactive role in planning for our rapidly growing population

Communication/Involvement: Fosters an environment of parental and community involvement through open communication.

Facilities/Infrastructure: Provides and maintains appropriate facilities for district programs.

Legislative: Exceeds federal/state/local legislative requirements to develop an educational journey for each student's interests and success.

Staffing: Recruits and retains quality staff while offering professional development and leadership opportunities.

Goal #2: We will incorporate appropriate training and encouragement for teachers to complement and support student learning and provide the skill set to retain highly effective teachers.

MVISD Strategic Plan Goal(s) Addressed by Goal 2

Growth: Takes a proactive role in planning for our rapidly growing population

Funding: Ensures proper allocation of funds to support all areas of the district.

Class/Course Offerings: Provides a variety of academic and extracurricular activities that promote well-rounded, career-minded students.

Technology: Provides relevant and reliable technology for staff, students, and guests

Facilities/Infrastructure: Provides and maintains appropriate facilities for district programs.

Legislative: Exceeds federal/state/local legislative requirements to develop an educational journey for each student's interests and success.

Staffing: Recruits and retains quality staff while offering professional development and leadership opportunities.

Goal #3: We will nurture the students as a whole to make sure that they have the social and emotional skills to be college and career ready.

MVISD Strategic Plan Goal(s) Addressed by Goal 3

Growth: Takes a proactive role in planning for our rapidly growing population

Funding: Ensures proper allocation of funds to support all areas of the district.

Class/Course Offerings: Provides a variety of academic and extracurricular activities that promote well-rounded, career-minded students.

Communication/Involvement: Fosters an environment of parental and community involvement through open communication.

Technology: Provides relevant and reliable technology for staff, students, and guests

Facilities/Infrastructure: Provides and maintains appropriate facilities for district programs.

Legislative: Exceeds federal/state/local legislative requirements to develop an educational journey for each student's interests and success.

Staffing: Recruits and retains quality staff while offering professional development and leadership opportunities.

Actions

Goal #1: Focus on continual growth among all grade levels in core academics.

Objective #1: Provide training for parents on the use of Skyward and TEA Parent Portal to meet at least 10% of parent access for the purpose of understanding academic performance.

1	**Action:** During parent night computer labs will be staffed and accessible to parents for training. **Needs:** F1; [Title I Components Evaluation]	**Person(s) Responsible:** Counselors	**Funding/FTEs:**
	Evidence of Implementation: Sign in sheet from parents night	**Ongoing Evaluation Method:** This is a once a year event. Make sure it is put on the calendar. Also evaluated at the progress monitor period.	**Final Evaluation Method:** Look at how many parents accessed skyward and look for a 5% increase in usage each year.
	Timeline: 8/15/2021 - 8/15/2022 (As Needed)		**Resources:** Computer labs and ensuring connectivity is functional;

Goal #1: Focus on continual growth among all grade levels in core academics.

Objective #2: All STAAR tested areas will be above the state average by 2 percent as measured by the end of the year results.

1	**Action:** Identify and provide academic support, but not limited to tutoring, for struggling students. **Needs:** B4; B5; C2; C5; E1; E3; E4; H2; [Title I Components CIP, Evaluation]	**Person(s) Responsible:** Administrators, Counselors, Teachers	**Funding/FTEs:** Local Funds; State Comp Ed Funds $5,000.00; 4.00 FTEs; Bilingual/ELL; Title III, Part A Funds; Title I, Part A Funds 0.25 FTEs
	Evidence of Implementation: Sign-in sheets, list of identified students, counseling logs, and purchase orders.	**Ongoing Evaluation Method:** Sign-in sheets, list of identified students, and review of data.	**Final Evaluation Method:** Academic growth of identified students.
	Timeline: 8/13/2021 - 6/9/2022 (As Needed)		

2	**Action:** Provide supplies, materials, and other instructional needs for academic success to our identified vulnerable student populations. **Needs:** A2; E4; [Title I Components CIP]	**Person(s) Responsible:** District McKinney Vento liaison, campus social worker and counselor	**Funding/FTEs:** Title I, Part A Funds $1,500.00; Tx Educ for Children Homeless Youth
	Evidence of Implementation: Interview forms and receipts	**Ongoing Evaluation Method:** Follow up meetings documented.	**Final Evaluation Method:** Spreadsheet of data gathered will be available and evaluated.
	Timeline: 9/1/2021 - 6/1/2022 (As Needed)		**Resources:** interview documentation of needs;

3	**Action:** To support our monolingual students by acquiring instructional technology for daily access to be used on/for language translation apps, speech to text software, and online curriculum. **Needs:** E2; E4; H2; [Title I Components Evaluation]	**Person(s) Responsible:** ELL campus administrator designee and ELL academy instructor	**Funding/FTEs:** Title III, Part A Funds $3,000.00
	Evidence of Implementation: Implementation plan communicated and teacher acknowledgement received.	**Ongoing Evaluation Method:** Diagnostic report of usage and as concurrent per grading period.	**Final Evaluation Method:** Diagnostics will be reviewed. AR STAR assessments will be reviewed. IPT results also reviewed.
	Timeline: 12/1/2021 - 5/30/2022 (Daily)		**Resources:** Implementation plan communicated and provided; access to software components;

Goal #1: Focus on continual growth among all grade levels in core academics.

Objective #3: Provide parent opportunities to participate by at least 5 percent of the parent population in school activities that address the academic and social-emotional needs.

1	**Action:** Provide PFE coordinator to assist with coordinating parent activities. **Needs:** F1; F2; [Title I Components Evaluation]	**Person(s) Responsible:** Administration	**Funding/FTEs:** Title I, Part A Funds 0.13 FTEs
	Evidence of Implementation: PFE staff hired	**Ongoing Evaluation Method:** Sign-in sheets, parent surveys, implementation artifacts	**Final Evaluation Method:** Parent Surveys
	Timeline: 7/1/2021 - 7/1/2022 (Every 9 weeks)		**Resources:** access to campus resources;

2	**Action:** Provide supplies and materials for meaningful parent engagement activities. **Needs:** F1; F2; [Title I Components Evaluation]	**Person(s) Responsible:** Administration and PFE Coordinator	**Funding/FTEs:** Title I, Part A Funds $800.00
	Evidence of Implementation: sign-in sheets and agenda	**Ongoing Evaluation Method:** parent surveys and staff feedback	**Final Evaluation Method:** parent surveys and staff feedback
	Timeline: 7/1/2021 - 7/1/2022 (Bi-Annually)		**Resources:** facilities, sign-in sheets, agenda, presenters.;

Goal #2: We will incorporate appropriate training and encouragement for teachers to complement and support student learning and provide the skill set to retain highly effective teachers.

Objective #1: Provide support to all level of educators, from new teachers to seasoned teacher, to grow them in their career and keep them motivated for the success of our students.

1	**Action:** Professional Learning Communities for staff. **Needs:** H3; [Title I Components CIP]	**Person(s) Responsible:** Department Heads	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Meeting with new teachers to make sure that understand and have all materials they need.	**Ongoing Evaluation Method:** Faculty meetings	**Final Evaluation Method:** Teacher climate survey at the end of the year
	Timeline: 8/16/2021 - 6/8/2022 (Weekly)		**Resources:** Supplies for teachers out of department budget when needed;

2	**Action:** Provide professional development for all core area teachers to enhance student learning. Due to the COVID-19 shut down and digital learning, we plan on focusing on more professional development in distance learning. **Needs:** E2; E3; H3; [Title I Components CIP]	**Person(s) Responsible:** Administration and District level staff	**Funding/FTEs:** Title II, Part A Funds $2,000.00
	Evidence of Implementation: Participation documents in Eduphoria	**Ongoing Evaluation Method:** Sign in sheets and certificates	**Final Evaluation Method:** Sign in sheets and certificates
	Timeline: 8/13/2021 - 6/9/2022 (As Needed)		

3	**Action:** Provide time and training for teachers new to the profession. **Needs:** H3; [Title I Components CIP]	**Person(s) Responsible:** Campus Admin and CIA	**Funding/FTEs:** Title II, Part A Funds $2,500.00
	Evidence of Implementation: New Teacher attend mentor training and meet with their mentor. Sign in sheet	**Ongoing Evaluation Method:** Sign in sheet	**Final Evaluation Method:** Debrief with mentors
	Timeline: 10/1/2021 - 5/1/2022 (Monthly)		**Resources:** Agenda, timeline, description of expectation;

4	**Action:** Recruit and support mentors for teachers new to the teaching profession. **Needs:** D2; D3; [Title I Components CIP]	**Person(s) Responsible:** Campus Admin and CIA	**Funding/FTEs:** Title II, Part A Funds $2,500.00
	Evidence of Implementation: Mentor sign in sheets	**Ongoing Evaluation Method:** Sign in sheet/participation in training	**Final Evaluation Method:** Debrief with assigned mentor
	Timeline: 10/1/2021 - 5/1/2022 (Monthly)		**Resources:** Agenda, sign in sheet, online tracking system,;

Goal #2: We will incorporate appropriate training and encouragement for teachers to complement and support student learning and provide the skill set to retain highly effective teachers.

Objective #2: Meet quarterly with all faculty and staff to provide training and opportunity and input to impact best instructional practices to reduced class interruption to no more than 2 a week.

1	**Action:** Disseminate calendar to faculty. **Needs:** C1; [Title I Components CIP]	**Person(s) Responsible:** Admistrator	**Funding/FTEs:**
	Evidence of Implementation: Agenda and sign in sheet	**Ongoing Evaluation Method:** Sign in sheets	**Final Evaluation Method:** Sign in sheets and fidelity of understanding all procedures at Loma Alta
	Timeline: 8/17/2021 - 6/8/2022 (Every 9 weeks)		**Resources:** Loma Alta Employee Handbook Loma Alta PD shared drive;

2	**Action:** The Loma Alta Leadership team will provide social activities, such as pot lucks, to encourage fellowship amongst the staff. **Needs:** D4; [Title I Components CIP]	**Person(s) Responsible:** Mrs. Center, Mrs. Williams, Mrs. Ramirez, Mrs. Fankel, Mrs. Morales	**Funding/FTEs:**
	Evidence of Implementation: Teachers participate in social events during the school day/lunch time/after school	**Ongoing Evaluation Method:** Participation	**Final Evaluation Method:** Culture survey
	Timeline: 7/1/2021 - 6/1/2022 (Monthly)		

Goal #3: We will nurture the students as a whole to make sure that they have the social and emotional skills to be college and career ready.

Objective #1: We will follow state mandates to provide appropriate training for violence, dating violence, mental health, and well-being for 100% students and staff by the end of the 2020-2021 school year.

1	**Action:** To provide violence and dating violence prevention. We will develop a powerpoint presentation to be presenting at the end of lunches to capture the audience of the entire student body. **Needs:** C6; [Title I Components CNA]	**Person(s) Responsible:** Counselors/Social Worker	**Funding/FTEs:**
	Evidence of Implementation: Powerpoint presentation following state guidelines.	**Ongoing Evaluation Method:** Annual Student training	**Final Evaluation Method:** Conversational feedback Counselor summary feedback
	Timeline: 9/1/2021 - 12/15/2022 (Annually)		

2	**Action:** In an effort to have coordinated health at the district and campus level, designated staff members will be our ambassadors for Loma Alta to collaborate. **Needs:** E2; E3; E4; [Title I Components CIP]	**Person(s) Responsible:** Nurse Pedroza	**Funding/FTEs:**
	Evidence of Implementation: Sign in sheets and agenda	**Ongoing Evaluation Method:** Sign in sheets and agenda	**Final Evaluation Method:** Participation in monthly meetings by providing feedback to and from meetings
	Timeline: 9/1/2021 - 5/30/2022 (Monthly)		

3	**Action:** Provide 8th grade students with presentation on resilience and grit **Needs:** C6; [Title I Components CIP]	**Person(s) Responsible:** Counselors and Social workers	**Funding/FTEs:** Title IV, Part A Funds $2,000.00
	Evidence of Implementation: PO, brochure and flyer of presenter	**Ongoing Evaluation Method:** survey students	**Final Evaluation Method:** review student and staff feedback
	Timeline: 11/1/2021 - 5/1/2022 (Annually)		

4	**Action:** Provide social-emotional support to identified students. **Needs:** A2; [Title I Components CIP]	**Person(s) Responsible:** social worker and counselors	**Funding/FTEs:** State Comp Ed Funds 1.00 FTEs; Local Funds 1.00 FTEs; Title IV, Part A Funds $13,000.00
	Evidence of Implementation: signin sheets, journals	**Ongoing Evaluation Method:** weekly logs available	**Final Evaluation Method:** surveys
	Timeline: 9/1/2021 - 6/1/2022 (Daily)		**Resources:** referrals;

Goal #3: We will nurture the students as a whole to make sure that they have the social and emotional skills to be college and career ready.

Objective #2: We will address college and career readiness with all 8th graders by the end of the school year.

1	**Action:** Providing the instructional materials to support the college and career readiness courses which are now embedded in the Tech Apps curriculum. **Needs:** E4; H2; [Title I Components CIP]	**Person(s) Responsible:** Counselors and CTE Director	**Funding/FTEs:** Carl-Perkins Title IPartC $3,500.00
	Evidence of Implementation: Lesson Plans, powerpoints, speakers, sign in sheet	**Ongoing Evaluation Method:** Weekly grades and assessments 4-year plan Career portfolio	**Final Evaluation Method:** Student course completion and survey
	Timeline: 8/27/2021 - 12/21/2022 (Weekly)		**Resources:** Online student interest inventory survey provided by Counselor and teacher. This course is a semester course for each 8th grader. It will repeat again in the spring.;

2	**Action:** Providing the financial support in order for students to participate in activities outside of the traditional school day for college and career readiness. **Needs:** C5; [Title I Components CIP]	**Person(s) Responsible:** D. Keller	**Funding/FTEs:** Title I, Part C-Migrant
	Evidence of Implementation: Off Campus Trips such as Google trip.	**Ongoing Evaluation Method:** Evaluate with career course.	**Final Evaluation Method:** Evidence of field trip
	Timeline: 1/23/2021 - 7/1/2022 (As Needed)		**Resources:** CTE Title I Part C;

Funding

Bilingual/ELL		
Local Funds		1.00 FTEs
Carl-Perkins Title IPartC	$3,500.00	
State Comp Ed Funds	$5,000.00	5.00 FTEs
Title I, Part A Funds	$2,300.00	0.38 FTEs
Title I, Part C-Migrant		
Title II, Part A Funds	$7,000.00	
Title III, Part A Funds	$3,000.00	
Title IV, Part A Funds	$15,000.00	
Tx Educ for Children Homeless Youth		

Title I

This Organization is consolidating the following funds: N/A

Element 1: Comprehensive Needs Assessment

Conduct a Comprehensive Needs Assessment

Goal # 3, Objective #1 , Strategy # 1: To provide violence and dating violence prevention. We will develop a powerpoint presentation to be presenting at the end of lunches to capture the audience of the entire student body.

Element 2: Schoolwide Plan

Prepare a Comprehensive Schoolwide Plan

Goal # 1, Objective #2 , Strategy # 1: Identify and provide academic support, but not limited to tutoring, for struggling students.

Goal # 1, Objective #2 , Strategy # 2: Provide supplies, materials, and other instructional needs for academic success to our identified vulnerable student populations.

Goal # 2, Objective #1 , Strategy # 1: Professional Learning Communities for staff.

Goal # 2, Objective #1 , Strategy # 2: Provide professional development for all core area teachers to enhance student learning. Due to the COVID-19 shut down and digital learning, we plan on focusing on more professional development in distance learning.

Goal # 2, Objective #1 , Strategy # 3: Provide time and training for teachers new to the profession.

Goal # 2, Objective #1 , Strategy # 4: Recruit and support mentors for teachers new to the teaching profession.

Goal # 2, Objective #2 , Strategy # 1: Disseminate calendar to faculty.

Goal # 2, Objective #2 , Strategy # 2: The Loma Alta Leadership team will provide social activities, such as pot lucks, to encourage fellowship amongst the staff.

Goal # 3, Objective #1 , Strategy # 2: In an effort to have coordinated health at the district and campus level, designated staff members will be our ambassadors for Loma Alta to collaborate.

Goal # 3, Objective #1 , Strategy # 3: Provide 8th grade students with presentation on resilience and grit

Goal # 3, Objective #1 , Strategy # 4: Provide social-emotional support to identified students.

Goal # 3, Objective #2 , Strategy # 1: Providing the instructional materials to support the college and career readiness courses which are now embedded in the Tech Apps curriculum.

Goal # 3, Objective #2 , Strategy # 2: Providing the financial support in order for students to participate in activities outside of the traditional school day for college and career readiness.

Element 3: Parent and Family Engagement

Implement programs, activities, and procedures for the involvement of parents and family members

Goal # 1, Objective # 1, Strategy # 1: During parent night computer labs will be staffed and accessible to parents for training.

Goal # 1, Objective # 2, Strategy # 1: Identify and provide academic support, but not limited to tutoring, for struggling students.

Goal # 1, Objective # 2, Strategy # 3: To support our monolingual students by acquiring instructional technology for daily access to be used on/for language translation apps, speech to text software, and online curriculum.

Goal # 1, Objective # 3, Strategy # 1: Provide PFE coordinator to assist with coordinating parent activities.

Goal # 1, Objective # 3, Strategy # 2: Provide supplies and materials for meaningful parent engagement activities.

TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

#1: Recruit, support, and retain teachers and principals
#2: Build a foundation of reading and math
#3: Connect high school to career and college
#4: Improve low-performing schools

THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

#1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
#2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
#3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
#4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.
Objective #2: Students will be encouraged and challenged to meet their full educational potential.
Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration

MVISD

Campus Improvement Plan

Medina Valley Middle School

2021-2022

8395 FM 471 South

Castroville, TX 78009

State ID: 163908042

Mission

Medina Valley Middle School's Mission is to provide its students with a diverse education that inspires excellence, promotes accountability and values, and encourages all students to achieve their highest potential.

Vision

Medina Valley Middle School's Vision is to partner with our community to promote educational excellence, promote educational equity and develop lifelong learners for a global society.

Description

Medina Valley Middle School opened its doors in 1961 and serves 627 students in grades 6th through 8th. The student population is 2.23% African American, 59.65% Hispanic, 36.36% White, .16% American Indian, .32% Pacific Islander, 1.28% Two Or more Races, 54.7% Male, 45.3% Female. Medina Valley Middle School serves 11.96% Special Education students, 49.60% Economically Disadvantaged students, 5.42% English Language Learners; 38.28% At-Risk students, 9.57% Gifted & Talented students. The average attendance rate for students is 95.25%.

Title I Campus

MVMS is a Title I Campus

Demographics

Provide staff members with researched base instructional training (including co-teaching methods)so that both special populations and general education students received the best individualized instruction.

Student Achievement

Continue to provide the needed technology tools, instructional resources for intervention, and character building lessons to help all students grow academically, socially, and emotionally.

School Culture and Climate

Continue to provide opportunities for family involvement and add incentives for students to help build intrinsic motivation within all students using a character building program.

Staff Quality, Recruitment and Retention

Maintain communication with all staff members through frequent trainings (including peer observations) and through constructive walk-throughs.

Curriculum, Instruction and Assessment

Provide the needed trainings for all staff members on district wide instructional strategies/tools and enrichment/intervention activities as well as time to analyze assessment data and collaborate with coworkers on best instructional strategies to ensure academic improvement.

Family and Community Engagement

Provide more opportunities for parents to get involved in their child's education and for students to talk to parents about their accomplishments and goals.

School Context and Organization

Provide staff members with more leadership opportunities and continue to add to campus security with back fencing, cameras, etc.

Technology

Continue to provide the needed technology trainings to both staff and students and to provide the technology tools to enhance student learning.

Special Programs

Addressing Needs of Students At-Risk of Not Meeting State Standards

MVMS will work as a team and with parents to monitor and provide interventions for struggling students. The determination for such interventions will be based on state and local assessments, classroom performances, attendance rates, and discipline incidents. Response to Intervention (RTI) documentation will be a requirement for those students in need of differientiated instuction in order to be successful.

CNA Process

At the end of the 2020-2021 school year, the committee met to evaluate data and determine strengths of the present year and the needs for the upcoming year. The committee will meet again in September to look over the completed plan for the 2021-2022 school year and make the needed revisions. In April, the committee will begin to evaluate demographics, culture/climate, context/organization, staff quality, and family/community involvement. In May, the committee will evaluate curriculum, instruction and assessment, technology, and student achievement.

Administrators

Lesli Solis	Principal
Roland Villanueva	Vice Principal
Gerri Butler	Vice Principal

Planning Committee

Member Name	Title
Lesli Solis	Principal

Planning Committee (continued)

Member Name	Title
Christopher Goetzel	Social Studies Teacher
Kristen Scheetz	Teacher
Megan Nickel	Science Teacher
William Thurmond	ELAR Teacher
Valerie Lai	ELAR Teacher
Sandy Hamilton	CTE Teacher
Kelly Lange	Math Teacher
Martin DeLosSantos	Math Teacher
Wendy Brewer	Counselor
Katie Lange	Counselor
Sara Payne	Volunteer
Amanda Joyce	Volunteer
Kim Stevens	
Jana Winkler	Marketing Specialist
Elizabeth O'Campo	Big Kahuna Fundraising
James Herrera	Julianna's Restaurant

Comprehensive Needs Assessment

Demographics

Strengths

1 A diverse student population
2 Students are able collaborative/peer assistance
3 Providing differentiated instruction
4 Variety of computer base programs provided

Needs

1 Performance Gaps among different ethnicity
2 Inclusion services for special populations such as ESL, special education, etc in all core subjects
3 Implement more RTI systems to help intervene with struggling students such as certified tutors, collaborative intervention, etc
4 A program that will acknowledge and celebrate our diverse student population and culture
5 Provide more co-teach opportunities in core classrooms
6 Provide more digital assistance for our At Risk students such as virtual reality equipment
7 Provide more training and instructional resources for teachers to meet the needs of Gifted students within the classroom
8 Provide more field trip opportunities to address the needs of economically disadvantage students

Summary

Provide staff members with researched base instructional training (including co-teaching methods)so that both special populations and general education students received the best individualized instruction.

Data

Campus-Based Assessments
STAAR / EOC Results
Student Achievement Data
Student Demographics
PEIMS Data Submission Report

Student Achievement

Strengths

1. RTI-continue to implement
2. Collaborative time to help provide intervention and enrichment for all core subjects
3. Leader In Me~Successful implementation allowing teachers and students a voice in school success
4. Leadership recognition of students
5. Tutors on campus to help struggling students in all core subjects

Needs

1. Need more technology training and support for staff and students
2. Need more support/tutors for special populations and general education students to help fill gaps
3. Access to technology in classrooms for stations
4. Planners/organizers/agendas that allow students to better track their success and goals
5. Continue a character building program that enhances student academic, social, and emotional needs
6. Peer assistance from upper level students provided to struggling students
7. Provide more academic and social recognition to students for encouragement
8. Students with academic gaps, need to be provided with more intervention to address the needs.
9. Provide teachers with training on how to implement different interventions within the classroom
10. Need more social and emotional support through the counseling center

Summary

Continue to provide the needed technology tools, instructional resources for intervention, and character building lessons to help all students grow academically, socially, and emotionally.

Data

STAAR / EOC Results

PEIMS Data Submission Report

Campus-Based Assessments

Curriculum-Based Assessments

School Culture and Climate

Strengths

1 Google classroom used for distance learning
2 Consistent policies and procedures
3 High expectation for students and staff
4 Recognition of students with good behavior
5 Relationship building through a character building program for both students and staff members
6 Use of social media to inform parents, guardians, and community on campus events
7 Having a campus SRO full time

Needs

1 Plan for healthy maintenance of environment
2 Incentives for outstanding attendance, good behavior, academic growth, demonstration of leadership for staff and students.
3 A character building program for all staff and students to help reach their fullest potential academically, emotionally, and socially.
4 Display cabinets/walls for student accomplishments
5 More family and community involvement activities
6 Additional training for digital learning
7 Provide more educational field trips
8 Provide more student led activities
9 Provide families and communities with more information on campus events taking place. Such as a monthly newsletter, calendar of events, etc

Summary

Continue to provide opportunities for family involvement and add incentives for students to help build intrinsic motivation within all students using a character building program.

Data

Climate Survey
Attendance Data
STAAR / EOC Results

Staff Quality, Recruitment and Retention

Strengths

1 GT Certified teachers
2 MVISD provides PD opportunities
3 TTESS is used as a coaching tool
4 Leader In Me training
5 New Teacher mentor provided with training
6 All ELAR teachers are ESL certified
7 Teachers are given an opportunity to participate in a leadership cohort
8 Teacher mentor program

Needs

1 Improved substitute recruitment and training by creating a welcoming team, providing coffee/snacks/breaks/ etc
2 Check in on staff members
3 Maintain communication between administration and staff members
4 Provide opportunities for teachers to observe other teachers
5 Continue Teacher mentor program
6 Staff feedback before or after training/give time for implementation
7 Better student to teacher ratio
8 Technology training/application (view board, google classroom)
9 Common planning period per grade level/dept
10 Provide more assistance with intervention lessons

Summary

Maintain communication with all staff members through frequent trainings (including peer observations) and through constructive walk-throughs.

Data

District-Based Assessments
Staff Demographics
Campus-Based Assessments
Attendance Data
PEIMS Data Submission Report

Curriculum, Instruction and Assessment

Strengths

1. Common assessment data
2. Yearly pre planning and pacing guide
3. Teachers given the opportunity to create and view common assessments
4. Access to online/supplemental curriculum
5. STAAR formatted interventions provided to teachers

Needs

1. Common teacher planning period
2. Access to technology tools
3. Year round intervention/enrichment for students
4. Horizontal/vertical teams ~ provide more opportunities for staff collaboration within home base campus and amongst both middle schools
5. Student training for online programs ex: Google Classroom, Email, Skyward, Classlink
6. Continued professional development for specific curriculum/online programs
7. Provide specific/consistent curriculum to be used within the intervention classes
8. On campus specialist for math and reading

Summary

Provide the needed trainings for all staff members on district wide instructional strategies/tools and enrichment/intervention activities as well as time to analyze assessment data and collaborate with coworkers on best instructional strategies to ensure academic improvement.

Data

Campus-Based Assessments
Promotion / Retention data
STAAR / EOC Results
Attendance Data
District-Based Assessments
Inidividual Student Profiles
Skyward Data Mining
PEIMS Data Submission Report

Family and Community Engagement

Strengths

1. Implementation of a character building program that provides opportunities for more family/community involvement
2. Message systems such as blackboard, smores, etc
3. End of year award ceremonies
4. End of year incentives provided to students and staff
5. Social media use to provide family and community with campus information

Needs

1. Continue efforts to get all students and parents involved
2. Suggestion box in office or outside or in foyer for parents to put in suggestions or give a shout out for announcements (LIM directed)
3. Connect PTO with LIM for family night and parent presence on campus-get parents to help make copies or work in workroom, help with bulletin boards, serve kids, chaperone, during reward parties
4. Career day at school
5. Mental health night maybe add to family night have a sign up sheet for different groups or activities
6. Provide the opportunity for student led conferences
7. Implement a student mentor program such as PACE
8. Showcase more student accomplishments throughout the campus

Summary

Provide more opportunities for parents to get involved in their child's education and for students to talk to parents about their accomplishments and goals.

Data

Staff Demographics

Student Demographics

Climate Survey

School Context and Organization

Strengths

1 Security cameras
2 The campus is more secured with the front fencing and secured entrance
3 Planning for emergencies and maps provided

Needs

1 Provide counselors more time to counsel
2 More technology for all departments
3 Campus wide discipline matrix/expectations
4 Campus agenda for each student to keep daily information monitoring (or punchcard to monitor bathroom breaks)
5 More training for teachers on technological and instructional strategies
6 More activities to help get PTO/parent involvement
7 Need more bulletin boards to display student work in the classroom and more white boards for teachers to use for instructional purposes

Summary

Provide staff members with more leadership opportunities and continue to add to campus security with back fencing, cameras, etc.

Data

PEIMS Data Submission Report
Campus-Based Assessments
Skyward Data Mining
Discipline Data
Student Demographics

Technology

Strengths

1. Parent access to grades and able to update emergency contact information through Skyward.
2. The campus has technology inventory is increasing
3. Technology support from technology department
4. Teacher knowledge on implementing distance learning lessons has improved

Needs

1. Additional student chromebooks in order to get closer to 1:1 ratio
2. Consistency in student logins for various programs
3. Increase wifi availability and network bandwidth
4. Additional technology for teacher support and campus public relations. Such as copiers, shredders, scanners, video camera, phones working intercoms, calculators, etc
5. More wireless microphones for productions and presentations
6. Better speakers for presentations and pep rallies
7. Head phones for instructional and assessment purposes
8. Greater access to adobe products
9. Student training in educational technology programs (google classroom, skyward, classlink, etc)
10. Technology equipment to give students more opportunities to be leaders on campus. Such as green screen, video camera, etc
11. Need more smart boards so that each classroom has access

Summary

Continue to provide the needed technology trainings to both staff and students and to provide the technology tools to enhance student learning.

Data

Attendance Data

Staff Demographics

Student Demographics

Priority Needs

A: Demographics

- A1 Performance Gaps among different ethnicity
- A2 Inclusion services for special populations such as ESL, special education, etc in all core subjects
- A3 Implement more RTI systems to help intervene with struggling students such as certified tutors, collaborative intervention, etc
- A4 A program that will acknowledge and celebrate our diverse student population and culture
- A5 Provide more co-teach opportunities in core classrooms
- A6 Provide more digital assistance for our At Risk students such as virtual reality equipment
- A7 Provide more training and instructional resources for teachers to meet the needs of Gifted students within the classroom
- A8 Provide more field trip opportunities to address the needs of economically disadvantage students

B: Student Achievement

- B1 Need more technology training and support for staff and students
- B2 Need more support/tutors for special populations and general education students to help fill gaps
- B3 Access to technology in classrooms for stations
- B4 Planners/organizers/agendas that allow students to better track their success and goals
- B5 Continue a character building program that enhances student academic, social, and emotional needs
- B6 Peer assistance from upper level students provided to struggling students
- B7 Provide more academic and social recognition to students for encouragement
- B8 Students with academic gaps, need to be provided with more intervention to address the needs.
- B9 Provide teachers with training on how to implement different interventions within the classroom
- B10 Need more social and emotional support through the counseling center

C: School Culture and Climate

- C1 Plan for healthy maintenance of environment
- C2 Incentives for outstanding attendance, good behavior, academic growth, demonstration of leadership for staff and students.
- C3 A character building program for all staff and students to help reach their fullest potential academically, emotionally, and socially.
- C4 Display cabinets/walls for student accomplishments
- C5 More family and community involvement activities

C6 Additional training for digital learning

C7 Provide more educational field trips

C8 Provide more student led activities

C9 Provide families and communities with more information on campus events taking place. Such as a monthly newsletter, calendar of events, etc

D: Staff Quality, Recruitment and Retention

D1 Improved substitute recruitment and training by creating a welcoming team, providing coffee/snacks/breaks/ etc

D2 Check in on staff members

D3 Maintain communication between administration and staff members

D4 Provide opportunities for teachers to observe other teachers

D5 Continue Teacher mentor program

D6 Staff feedback before or after training/give time for implementation

D7 Better student to teacher ratio

D8 Technology training/application (view board, google classroom)

D9 Common planning period per grade level/dept

D10 Provide more assistance with intervention lessons

E: Curriculum, Instruction and Assessment

E1 Common teacher planning period

E2 Access to technology tools

E3 Year round intervention/enrichment for students

E4 Horizontal/vertical teams ~ provide more opportunities for staff collaboration within home base campus and amongst both middle schools

E5 Student training for online programs ex: Google Classroom, Email, Skyward, Classlink

E6 Continued professional development for specific curriculum/online programs

E7 Provide specific/consistent curriculum to be used within the intervention classes

F: Family and Community Engagement

F1 Continue efforts to get all students and parents involved

F2 Suggestion box in office or outside or in foyer for parents to put in suggestions or give a shout out for announcements (LIM directed)

F3 Connect PTO with LIM for family night and parent presence on campus-get parents to help make copies or work in workroom, help with bulletin boards, serve kids, chaperone, during reward parties
F4 Career day at school
F5 Mental health night maybe add to family night have a sign up sheet for different groups or activities
F6 Provide the opportunity for student led conferences
F7 Implement a student mentor program such as PACE
F8 Showcase more student accomplishments throughout the campus

G: School Context and Organization
G1 Provide counselors more time to counsel
G2 More technology for all departments
G3 Campus wide discipline matrix/expectations
G4 Campus agenda for each student to keep daily information monitoring (or punchcard to monitor bathroom breaks)
G5 More training for teachers on technological and instructional strategies
G6 More activities to help get PTO/parent involvement
G7 Need more bulletin boards to display student work in the classroom and more white boards for teachers to use for instructional purposes

H: Technology
H1 Additional student chromebooks in order to get closer to 1:1 ratio
H2 Consistency in student logins for various programs
H3 Increase wifi availability and network bandwidth
H4 Additional technology for teacher support and campus public relations. Such as copiers, shredders, scanners, video camera, phones working intercoms, calculators, etc
H5 More wireless microphones for productions and presentations
H6 Better speakers for presentations and pep rallies
H7 Head phones for instructional and assessment purposes
H8 Greater access to adobe products
H9 Student training in educational technology programs (google classroom, skyward, classlink, etc)
H10 Technology equipment to give students more opportunities to be leaders on campus. Such as green screen, video camera, etc
H11 Need more smart boards so that each classroom has access

Goals

Goal #1: Medina Valley Middle School will increase student achievement in all core subjects.

MVISD Strategic Plan Goal(s) Addressed by Goal 1

Growth: Takes a proactive role in planning for our rapidly growing population

Funding: Ensures proper allocation of funds to support all areas of the district.

Class/Course Offerings: Provides a variety of academic and extracurricular activities that promote well-rounded, career-minded students.

Communication/Involvement: Fosters an environment of parental and community involvement through open communication.

Technology: Provides relevant and reliable technology for staff, students, and guests

Facilities/Infrastructure: Provides and maintains appropriate facilities for district programs.

Legislative: Exceeds federal/state/local legislative requirements to develop an educational journey for each student's interests and success.

Staffing: Recruits and retains quality staff while offering professional development and leadership opportunities.

Goal #2: Medina Valley Middle School will recruit, support, and retain quality teachers while offering professional development and leadership opportunities to all teachers and staff members.

MVISD Strategic Plan Goal(s) Addressed by Goal 2

Growth: Takes a proactive role in planning for our rapidly growing population

Funding: Ensures proper allocation of funds to support all areas of the district.

Class/Course Offerings: Provides a variety of academic and extracurricular activities that promote well-rounded, career-minded students.

Communication/Involvement: Fosters an environment of parental and community involvement through open communication.

Technology: Provides relevant and reliable technology for staff, students, and guests

Facilities/Infrastructure: Provides and maintains appropriate facilities for district programs.

Legislative: Exceeds federal/state/local legislative requirements to develop an educational journey for each student's interests and success.

Staffing: Recruits and retains quality staff while offering professional development and leadership opportunities.

Goal #3: MVMS will connect learning to promote college and career opportunities and readiness for students.

MVISD Strategic Plan Goal(s) Addressed by Goal 3

Growth: Takes a proactive role in planning for our rapidly growing population

Funding: Ensures proper allocation of funds to support all areas of the district.

Class/Course Offerings: Provides a variety of academic and extracurricular activities that promote well-rounded, career-minded students.

Communication/Involvement: Fosters an environment of parental and community involvement through open communication.

Technology: Provides relevant and reliable technology for staff, students, and guests

Facilities/Infrastructure: Provides and maintains appropriate facilities for district programs.

Legislative: Exceeds federal/state/local legislative requirements to develop an educational journey for each student's interests and success.

Staffing: Recruits and retains quality staff while offering professional development and leadership opportunities.

Goal #4: Medina Valley Middle School will provide a safe learning environment for students and staff members.

MVISD Strategic Plan Goal(s) Addressed by Goal 4

Growth: Takes a proactive role in planning for our rapidly growing population

Funding: Ensures proper allocation of funds to support all areas of the district.

Class/Course Offerings: Provides a variety of academic and extracurricular activities that promote well-rounded, career-minded students.

Communication/Involvement: Fosters an environment of parental and community involvement through open communication.

Facilities/Infrastructure: Provides and maintains appropriate facilities for district programs.

Legislative: Exceeds federal/state/local legislative requirements to develop an educational journey for each student's interests and success.

Staffing: Recruits and retains quality staff while offering professional development and leadership opportunities.

Actions

Goal #1: Medina Valley Middle School will increase student achievement in all core subjects.

Objective #1: Students at MVMS will show improvement by increasing their scores by at least 10% on all core subject assessments each six weeks period.

1	**Action:** Improve English as a Second Language population performance across all content areas and grade levels through improved teacher training and intervention. [Critical Success Factors [Critical Success Factors 1, 2, 4, 7]] **Needs:** A1; A2; A3; A4; B2;	**Person(s) Responsible:** principal, vice principals, counselors, teachers, district EL Coordinator	**Funding/FTEs:** Local Funds $101,802.00; State Comp Ed Funds $1,209.00; Title I, Part A Funds $1,000.00
	Evidence of Implementation: Certificates of training from teachers, all ELAR teachers certified in ESL, walk throughs, testing data	**Ongoing Evaluation Method:** Common assessment data every 6 weeks	**Final Evaluation Method:** STAAR data
	Timeline: 7/1/2021 - 7/1/2022 (Every 6 weeks)		**Resources:** Intervention programs, teacher professional training;

2	**Action:** Improve performance levels in all core subjects through research base intervention implementations, curriculum checks, character building/mentoring program, and more professional learning opportunities. [Critical Success Factors [Critical Success Factors 1, 2, 4, 6, 7]] **Needs:** A7; B9; E6; G5;	**Person(s) Responsible:** Principal, Vice Principals, Counselors, Teachers	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Title II, Part A Funds $1,000.00
	Evidence of Implementation: Meeting agendas; sign-in sheets; Walk-throughs	**Ongoing Evaluation Method:** Walk-throughs (weekly), T-TESS (annual) evaluations, common assessments (six weeks)	**Final Evaluation Method:** STAAR data; six weeks grades
	Timeline: 7/1/2021 - 7/1/2022 (Every 6 weeks)		**Resources:** STAAR results; Placement committee recommendations; six weeks grades; common testing data; walk-throughs;

3	**Action:** Improve Special Populations (special education, Gifted and Talented, English as Second Language, At Risk, etc) performance across all content areas and grade levels through improved teacher training and intervention. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 5, 6, 7]] **Needs:** B2; C1; C2;	**Person(s) Responsible:** Principal; Vice-Principals; Counselors; Teachers; inclusion aids, curriculum department	**Funding/FTEs:** Local Funds; Special Ed Funds; Title II, Part A Funds; Title I, Part A Funds
	Evidence of Implementation: Requisitions; ESC20 Professional; Development Records Meeting agendas; sign-in sheets; Walk-throughs	**Ongoing Evaluation Method:** Walk-through (weekly) and T-TESS (annual) evaluations	**Final Evaluation Method:** Common assessment data; STAAR data
	Timeline: 7/1/2021 - 7/1/2022 (Every 6 weeks)		

4	**Action:** Improve "At Risk" performance in all core subjects through improved teacher training and intervention. [Critical Success Factors [Critical Success Factors 1]] **Needs:** A2; B7; D4; G6;	**Person(s) Responsible:** Principal; Vice-Principals; Counselors; Teachers; Curriculum Department	**Funding/FTEs:** Local Funds; State Comp Ed Funds .85 FTEs; Title I, Part A Funds
	Evidence of Implementation: Requisitions; ESC20 Professional; Development Records Meeting agendas; sign-in sheets; Walk-throughs	**Ongoing Evaluation Method:** Walk-through (weekly) and T-TESS (annual) evaluations	**Final Evaluation Method:** Common assessment data; STAAR data
	Timeline: 7/1/2021 - 7/1/2022 (Every 6 weeks)		

5	**Action:** Each grade level will achieve 97% attendance rate each week. Success will be measured each week and the grade level that meets the 97% attendance rate will be celebrated. [Critical Success Factors [Critical Success Factors 1, 4]] **Needs:** A1; C2	**Person(s) Responsible:** All students; staff members; attendance committee; Administration; Counselors	**Funding/FTEs:** Local Funds
	Evidence of Implementation: An increase in attendance	**Ongoing Evaluation Method:** Every week monitoring of student attendance.	**Final Evaluation Method:** End of year attendance rate
	Timeline: 7/1/2021 - 7/1/2022 (Weekly)		**Resources:** Attendance Incentives, Academic Correlations to Overall Success;

6	**Action:** Teachers will be provided with training to address the proper instructional strategies in a co-teaching environment. [Critical Success Factors [Critical Success Factors 1]] **Needs:** A1; A2; A5; D8;	**Person(s) Responsible:** Principal, Curriculum Department, Vice Principals	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Title I, Part A Funds
	Evidence of Implementation: assessment data, grades, student improvement, closing of gaps	**Ongoing Evaluation Method:** walk throughs	**Final Evaluation Method:** STAAR data
	Timeline: 7/1/2021 - 7/1/2022 (Annually)		

7	**Action:** Provide field trips/real world opportunities for Low Social Economic students to have hands on enrichment experiences and increase academic knowledge. [Critical Success Factors [Critical Success Factors 1]] **Needs:** A8; C7; F4;	**Person(s) Responsible:** Teachers; Principal; Vice Principals; Club Sponsors	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Career & Technology Funds; Title I, Part A Funds
	Evidence of Implementation: purchase orders, daily attendance	**Ongoing Evaluation Method:** daily assessment data formally and informally	**Final Evaluation Method:** STAAR data, student choice sheets
	Timeline: 7/1/2021 - 7/1/2022 (As Needed)		**Resources:** transportation, admission, parent volunteers;

8	**Action:** Provide more guidance counseling opportunities for students to learn how to properly deal with social and emotional struggles. [Critical Success Factors [Critical Success Factors 1, 3, 6]] **Needs:** B6; B10; F5; G1;	**Person(s) Responsible:** Principal; Counselors	**Funding/FTEs:** Local Funds; State Comp Ed Funds .25 FTEs; Title I, Part A Funds
	Evidence of Implementation: decrease in counseling and discipline referrals	**Ongoing Evaluation Method:** number of referrals	**Final Evaluation Method:** Skyward discipline reports
	Timeline: 7/1/2021 - 7/1/2022 (Monthly)		**Resources:** presentation handouts;

Goal #1: Medina Valley Middle School will increase student achievement in all core subjects.

Objective #2: Through use of a variety of classroom materials/resources and increasing student participation, MVMS teachers will provide differentiated instruction that improves overall STAAR performance by 10%.

1	**Action:** Improve "meets" level performance in Math/Reading at all grade levels and Science/Social Studies at 8th grade level through improved intervention and curriculum checks. [Critical Success Factors [Critical Success Factors 1, 2]] **Needs:** C1; C2; D1; D11;	**Person(s) Responsible:** CI&A Exec. Director; Special Programs Director; Principal; Vice-Principals; Counselors; Teachers	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Bilingual/ELL; Special Ed Funds
	Evidence of Implementation: Meeting agendas; sign-in sheets; Walk-throughs	**Ongoing Evaluation Method:** Walk-through (weekly); Common assessment data (every 6 weeks)	**Final Evaluation Method:** STAAR data
	Timeline: 7/1/2021 - 7/1/2022 (Every 6 weeks)		**Resources:** supplemental materials, textbooks, teacher professional development;

2	**Action:** Provide academic supports for students who are "at risk" by providing resources to improve/supplement the interventions being provided. [Critical Success Factors [Critical Success Factors 1, 4, 7]] **Needs:** C1; F7;	**Person(s) Responsible:** Finance & Business Assist. Sup.; CI&A Exec. Director; Special Programs Director; Federal Programs Director; Principal; Vice-Principals; Counselors; Teachers	**Funding/FTEs:** Local Funds; Bilingual/ELL; State Comp Ed Funds; Special Ed Funds
	Evidence of Implementation: Requisitions; TEA System Safeguards	**Ongoing Evaluation Method:** Walk-through (weekly) and evaluation of assessment data	**Final Evaluation Method:** STAAR data
	Timeline: 7/1/2021 - 7/1/2022 (Every 3 weeks)		**Resources:** research base intervention, professional development opportunities for teachers;

3	**Action:** Provide purposeful interventions for students who are at risk of failing the classroom and/or STAAR. For example, intense purposeful tutoring, co-teaching methods, etc [Critical Success Factors [Critical Success Factors 1, 4, 7]] **Needs:** A1; A2; A3; B2; B8; E7;	**Person(s) Responsible:** principal, vice-principal, counselor, teachers	**Funding/FTEs:** State Comp Ed Funds $20,000.00
	Evidence of Implementation: student sign in sheets, tutor documentation log	**Ongoing Evaluation Method:** evaluation of testing data and student assignments, observations/walk throughs	**Final Evaluation Method:** STAAR scores
	Timeline: 7/1/2021 - 7/1/2022 (As Needed)		**Resources:** tutors, instructional tools;

4	**Action:** Improve student achievement and participation in all academic areas by offering incentives to help increase the attendance rate. [Critical Success Factors [Critical Success Factors 1, 4]] **Needs:** A1; B8; C2;	**Person(s) Responsible:** Principal; Vice Principals; Counselors; Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: weekly attendance rate per grade level will be at least 97%	**Ongoing Evaluation Method:** attendance reports, grade reports per six weeks	**Final Evaluation Method:** STAAR performance, classroom academic performance
	Timeline: 7/1/2021 - 7/1/2022 (Weekly)		**Resources:** reports, prizes;

Goal #1: Medina Valley Middle School will increase student achievement in all core subjects.

Objective #3: Teachers will use technology to enhance instruction and increase student achievement.

1	**Action:** Teachers will be trained on how to implement technology resources within their instruction. [Critical Success Factors [Critical Success Factors 1, 2, 4, 7]] **Needs:** C6; D9; G6;	**Person(s) Responsible:** principal, technology instructional specialist, vice principals, teachers	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Bilingual/ELL; Special Ed Funds; Career & Technology Funds
	Evidence of Implementation: walk throughs, lesson plans, student work	**Ongoing Evaluation Method:** walk throughs, observations	**Final Evaluation Method:** STAAR scores
	Timeline: 7/1/2021 - 12/20/2022 (Daily)		**Resources:** technology tools, instructional software and/or access;

2	**Action:** Teachers will receive technology training on technological tools that can be used to improve performances for special populations such as special education, ELL, etc. [Critical Success Factors [Critical Success Factors 1, 2, 4]] **Needs:** B3; D8; E6; G6;	**Person(s) Responsible:** principal, vice principals, technology director, special education director, CIA department	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Bilingual/ELL; Special Ed Funds; Career & Technology Funds
	Evidence of Implementation: walk throughs, lesson plans, student performance on common assessments	**Ongoing Evaluation Method:** walk throughs, assessments	**Final Evaluation Method:** STAAR scores
	Timeline: 7/1/2021 - 7/1/2022 (Annually)		**Resources:** technology tools, instructional software;

3	**Action:** Teachers will have the needed technology tools such as head phones so that students can complete online interventions such as Istation. [Critical Success Factors [Critical Success Factors 1, 2]] **Needs:** E2; H7;	**Person(s) Responsible:** Principal; Vice Principals; Department Heads	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Title I, Part A Funds
	Evidence of Implementation: Intervention software use reports	**Ongoing Evaluation Method:** common assessment data each six weeks	**Final Evaluation Method:** STAAR data
	Timeline: 7/1/2021 - 7/1/2022 (As Needed)		

4	**Action:** At the end of the 2020-2021 school year, the committee met to evaluate data and determine strengths of the present year and the needs for the upcoming year. The committee will meet again in September to look over the completed plan for the 2021-2022 school year and make the needed revisions. In April, the committee will begin to evaluate demographics, culture/climate, context/organization, staff quality, and family/community involvement. In May, the committee will evaluate curriculum, instruction and assessment, technology, and student achievement. **Needs:** D3; [Title I Components CNA]	**Person(s) Responsible:** campus administration, staff, CPOC	**Funding/FTEs:**
	Evidence of Implementation: sign in sheets, agendas, data	**Ongoing Evaluation Method:** completed plan, feedback	**Final Evaluation Method:** completed evaluation
	Timeline: 7/1/2021 - 7/1/2022 (Every 9 weeks)		**Resources:** CNA/CIP plan, time, room, location;

Goal #2: Medina Valley Middle School will recruit, support, and retain quality teachers while offering professional development and leadership opportunities to all teachers and staff members.

Objective #1: The MVMS staff will be 100% highly qualified according to state certificate standards.

1	**Action:** Provide meaningful professional and paraprofessional training that pertains to special populations. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 6, 7]] **Needs:** C2; D1;	**Person(s) Responsible:** Principal; Vice-Principals; Counselors; Teachers; CIA	**Funding/FTEs:** Local Funds; Title I, Part A Funds
	Evidence of Implementation: Requisitions; ESC20 Professional Development records; meeting agendas; sign-in sheets; walk-throughs	**Ongoing Evaluation Method:** Walk-through (weekly); T-TESS (annual) evaluations; common assessment data (six weeks), teacher feedback on professional development	**Final Evaluation Method:** STAAR data, needs assessment
	Timeline: 7/1/2021 - 3/1/2022 (As Needed)		**Resources:** PEIMS reports; testing data; Campus Needs Assessment;

2	**Action:** Provide time for departments and grade level teams to meet and discuss campus needs such as instructional needs, interventions, curriculum, etc. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 6, 7]] **Needs:** C1;	**Person(s) Responsible:** Principal, Vice Principals, Counselors, Teachers, CIA	**Funding/FTEs:** Title II, Part A Funds $2,000.00; Title III, Part A Funds; Local Funds
	Evidence of Implementation: meeting agendas; sign-in sheets; walk-throughs; Campus Needs Assessment	**Ongoing Evaluation Method:** Walk-through (weekly), T-TESS (annual) evaluations, testing data (six weeks)	**Final Evaluation Method:** STAAR data
	Timeline: 7/1/2021 - 7/1/2022 (As Needed)		**Resources:** Testing Data; list of materials available;

3	**Action:** MVMS will have selected teachers as mentors to support teachers new to the profession. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 6, 7]] **Needs:** D5;	**Person(s) Responsible:** Campus Administration and CIA	**Funding/FTEs:** Title II, Part A Funds $8,000.00; Local Funds
	Evidence of Implementation: Agenda, sign in sheet	**Ongoing Evaluation Method:** walk-throughs	**Final Evaluation Method:** Staff satisfaction survey
	Timeline: 10/1/2021 - 5/1/2022 (Monthly)		**Resources:** Handouts, list of topics, expectations for mentor and men-tee, job description;

4	**Action:** Provide training for teachers to learn research base co-teaching instructional strategies. [Critical Success Factors [Critical Success Factors 1, 2, 7]] **Needs:** A1; A2; A5; B8; E6;	**Person(s) Responsible:** Principal; Curriculum Department	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Title I, Part A Funds
	Evidence of Implementation: walk throughs	**Ongoing Evaluation Method:** walk throughs, common assessment data	**Final Evaluation Method:** STAAR data
	Timeline: 7/1/2021 - 7/1/2022 (Annually)		**Resources:** technology to present, presenter handouts;

5	**Action:** Provide training for teachers to better understand student's social and emotional needs within the classroom. [Critical Success Factors [Critical Success Factors 1, 4, 6, 7]] **Needs:** A3; B11;	**Person(s) Responsible:** Principal; Counselors; Social Worker	**Funding/FTEs:** Local Funds; State Comp Ed Funds
	Evidence of Implementation: academic performance, decrease in referrals	**Ongoing Evaluation Method:** walk throughs	**Final Evaluation Method:** decrease in discipline and counseling referrals
	Timeline: 7/1/2021 - 7/1/2022 (Monthly)		**Resources:** presentation handouts;

Goal #2: Medina Valley Middle School will recruit, support, and retain quality teachers while offering professional development and leadership opportunities to all teachers and staff members.

Objective #2: Staff members will attend all district professional development to improve professional growth and collaboration. Teachers will use their new knowledge to improve instruction and have 90% of their students show growth academically.

1	**Action:** The teachers will meet during Collaborative time with their department to build academic capacity throughout their department teams. [Critical Success Factors [Critical Success Factors 1, 2, 3, 7]] **Needs:** C1; C2; D1; D9; E1; E4;	**Person(s) Responsible:** Principal; Vice-Principals; Counselors; Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Meeting agendas; sign-in sheets; Walk-throughs	**Ongoing Evaluation Method:** Walk-through (weekly); T-TESS (annual) evaluations; testing data (6 weeks)	**Final Evaluation Method:** STAAR data
	Timeline: 7/1/2021 - 7/1/2022 (Every 3 weeks)		**Resources:** testing data; research base intervention programs; Leader In Me program; CNA;

2	**Action:** Staff development will be planned, implemented, and monitored to develop core subjects and provide the resources to implement character building in the classroom. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 6, 7]] **Needs:** A7; B8; C3; C6; D6; D9;	**Person(s) Responsible:** Principal; Vice Principals; Counselors; Teachers	**Funding/FTEs:** Local Funds; Title II, Part A Funds
	Evidence of Implementation: Meeting agendas; sign-in sheets; Walk-throughs; Region 20 registrations	**Ongoing Evaluation Method:** testing data (twice); walk-throughs (weekly); grades (six weeks)	**Final Evaluation Method:** STAAR data
	Timeline: 7/1/2021 - 4/1/2022 (Daily)		**Resources:** Eduphoria; Success Ed; Istation;

Goal #3: MVMS will connect learning to promote college and career opportunities and readiness for students.

Objective #1: All students will be provided the opportunity to participate in academic and extracurricular activities that enhance student achievement and growth.

95% of our students will be involved in those activities.

1	**Action:** Provide student opportunities to become familiar with technology. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 5, 6, 7]] **Needs:** H2; H9;	**Person(s) Responsible:** Principal; Vice-Principals; Counselors; Teachers	**Funding/FTEs:** Local Funds; Career & Technology Funds; Carl-Perkins Title IPartC $3,945.00
	Evidence of Implementation: Master Schedule; Sign-up sheets	**Ongoing Evaluation Method:** Meeting agendas; sign-in sheets; Walk-throughs	**Final Evaluation Method:** Increased attendance; increase in sign-ups for next school year; decreased discipline referrals
	Timeline: 7/1/2021 - 12/20/2022 (Weekly)		

2	**Action:** Provide more opportunities for Career, Technology, and Engineering field trips and workshops. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 5, 6, 7]] **Needs:** C6; C7; E4; G1;	**Person(s) Responsible:** Principal; Vice-Principals; Counselors; Teachers	**Funding/FTEs:** Local Funds; Career & Technology Funds; Carl-Perkins Title IPartC
	Evidence of Implementation: Requisitions; sign-up sheets	**Ongoing Evaluation Method:** Meeting agendas; sign-in sheets; Walk-throughs	**Final Evaluation Method:** Increased attendance; increase in sign-ups for next school year; decreased discipline referrals
	Timeline: 7/1/2021 - 7/1/2022 (Bi-Monthly)		

3	**Action:** Provide students with more opportunities to join different clubs. [Critical Success Factors [Critical Success Factors 1, 3, 5, 6]] **Needs:** A4; C5;	**Person(s) Responsible:** principal, vice principals, counselors, teachers.	**Funding/FTEs:** Local Funds
	Evidence of Implementation: student involvement, sign in sheets, number of clubs	**Ongoing Evaluation Method:** sign in sheets,student participation	**Final Evaluation Method:** amount of active clubs, student participation
	Timeline: 7/1/2021 - 7/1/2022 (Weekly)		**Resources:** Sponsors;

4	**Action:** Students will study and explore different educational pathways and future careers. [Critical Success Factors [Critical Success Factors 1, 3, 5]] **Needs:** B8;	**Person(s) Responsible:** Administration, CTE director, counselors, teachers	**Funding/FTEs:** Local Funds; Career & Technology Funds; Carl-Perkins Title IPartC
	Evidence of Implementation: student grades, choice sheets, class sizes	**Ongoing Evaluation Method:** walk throughs, student feedback, surveys	**Final Evaluation Method:** course selections, rating on career readiness
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		**Resources:** instructional resources, outside presenters, technology tools;

Goal #3: MVMS will connect learning to promote college and career opportunities and readiness for students.

Objective #2: Medina Valley Middle School will increase technology access and provide opportunities for technological implementation in the classroom for all students and staff members. Technological tools will be used during the instructional day 85% of the time during the week.

1	**Action:** Provide more technological tools for students to use for learning. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 5, 6, 7]] **Needs:** G2; H1; H3; H4; H5; H6; H7; H8; H9; H10; H11;	**Person(s) Responsible:** Principal; Vice-Principals; Counselors; Teachers	**Funding/FTEs:** Local Funds; Career & Technology Funds; Carl-Perkins Title IPartC
	Evidence of Implementation: Parent involvement sheets; campus-wide process and procedures for classroom use; sign up sheets for computer labs	**Ongoing Evaluation Method:** Walk-through (weekly) and T-TESS (annual) evaluations	**Final Evaluation Method:** STAAR data
	Timeline: 7/1/2021 - 3/1/2022 (Weekly)		

2	**Action:** Provide Teacher training opportunities in all web-based applications, on creating teacher web-pages, and on using the Interactive Boards. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 6, 7]] **Needs:** D8; E2; E6; G6;	**Person(s) Responsible:** Superintendent; Finance & Business Assist. Sup.; Human Resources Director; CI&A Exec. Director; Principal; Vice-Principals; Counselors; Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Requisitions; ESC20 Professional Development records; meeting agendas; sign-in sheets; walk-throughs	**Ongoing Evaluation Method:** Walk-through (weekly)	**Final Evaluation Method:** STAAR data
	Timeline: 7/1/2021 - 12/20/2022 (As Needed)		

3	**Action:** Provide instructional materials, supplies, and/or academic support for identified "At Risk" student populations for academic success. [Critical Success Factors [Critical Success Factors 1, 2, 4, 5, 6, 7]] **Needs:** A1; A2; A3; A4; B2;	**Person(s) Responsible:** Federal Programs Director; Principal; Vice-Principals; Counselors; Teachers Secretary	**Funding/FTEs:** Local Funds; Title III, Part A Funds; State Comp Ed Funds $10,000.00; Bilingual/ELL; Special Ed Funds
	Evidence of Implementation: Requisitions; TEA System Safeguards	**Ongoing Evaluation Method:** Walk-through (weekly) and evaluation of assessment data	**Final Evaluation Method:** STAAR data
	Timeline: 7/1/2021 - 7/1/2022 (Monthly)		

Goal #4: Medina Valley Middle School will provide a safe learning environment for students and staff members.

Objective #1: Medina Valley Middle School will promote a safe and drug free environment that ensures the physical and emotional safety of the school community and incorporates a character building program 100% of the time.

1	**Action:** Implement a school-wide Character education/building program such as Leader In Me. [Critical Success Factors [Critical Success Factors 1, 3, 4, 5, 6, 7]] **Needs:** B4; C3; F6; G5; G10;	**Person(s) Responsible:** Superintendent; Finance & Business Assist. Sup.; Human Resources Director; CI&A Exec. Director; Special Programs Director; Federal Programs Director; Principal; Vice-Principals; Counselors; Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Requisitions; Professional Development record	**Ongoing Evaluation Method:** Walk-through (weekly); discipline referrals skyward data tracking	**Final Evaluation Method:** Increased attendance; increase in campus-wide positive behavior supports; decreased discipline referrals
	Timeline: 7/1/2021 - 7/1/2022 (Every 6 weeks)		
2	**Action:** Enforce consistent school procedures and set school wide goals, while becoming a more positive campus. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 5, 6, 7]] **Needs:** C1; C2; [Title I Components CIP]	**Person(s) Responsible:** Principal; Vice-Principals; Counselors; Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Requisitions; Professional Development records; meeting agendas; sign-in sheets; walk-throughs	**Ongoing Evaluation Method:** Walk-through (weekly); decreasing trend of discipline referrals; positive parental support meetings	**Final Evaluation Method:** Increased attendance; decreased discipline referrals
	Timeline: 7/1/2021 - 7/1/2022 (Weekly)		
3	**Action:** Provide opportunities for family engagement and collaboration within the entire campus community. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 5, 6, 7]] **Needs:** C5; [Title I Components Evaluation]	**Person(s) Responsible:** Principal; Vice-Principals; Counselors; Teachers Secretary; Attendance Clerk	**Funding/FTEs:** Local Funds; State Comp Ed Funds $500.00; Title I, Part A Funds $1,000.00
	Evidence of Implementation: Requisitions; meeting agendas; sign-in rosters	**Ongoing Evaluation Method:** Sign-in rosters; increase PTO participation/enrollment; surveys	**Final Evaluation Method:** Survey; increase in PTO participation/enrollment
	Timeline: 7/1/2021 - 7/1/2022 (On-going)		

4	**Action:** Provide more training opportunities for parents and guardians. [Critical Success Factors [Critical Success Factors 1, 5, 6]] **Needs:** A1; C5;	**Person(s) Responsible:** Administration, Curriculum Department, Federal Programs	**Funding/FTEs:** Local Funds; State Comp Ed Funds $400.00; Bilingual/ELL; Title III, Part A Funds; Title I, Part A Funds $400.00
	Evidence of Implementation: sign in sheets,	**Ongoing Evaluation Method:** Rosters, increase participation enrollment, surveys	**Final Evaluation Method:** Survey
	Timeline: 7/1/2021 - 7/1/2022 (As Needed)		

5	**Action:** Improve communication with parents, students, and staff members. [Critical Success Factors [Critical Success Factors 1, 3, 5, 6]] **Needs:** A1; A4; C1; C5; C9; D3;	**Person(s) Responsible:** administration, teachers, staff members	**Funding/FTEs:** Local Funds; Title I, Part A Funds $400.00
	Evidence of Implementation: more parental involvement, sign in sheets, more student participation in clubs, activities, etc	**Ongoing Evaluation Method:** sign in sheets	**Final Evaluation Method:** percentage of student involvement in school activities
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		**Resources:** SMORE system, visual audio for announcements, marque;

6	**Action:** Medina Valley Middle School will provide students with a more structure environment to help improve behaviors that may be hindering a student's academic performance as well as provide needed services to those students in need of assistance. Such environment could be DAEP and such services could be PRS. [Critical Success Factors [Critical Success Factors 1, 6]] **Needs:** B5; C1; C3; G1; G4;	**Person(s) Responsible:** Administration team, counselors, teachers, social workers	**Funding/FTEs:** Local Funds; State Comp Ed Funds
	Evidence of Implementation: percentage of students who are in need of these programs	**Ongoing Evaluation Method:** every semester discipline reports	**Final Evaluation Method:** end of year discipline report
	Timeline: 7/1/2021 - 7/1/2022 (As Needed)		**Resources:** local agencies, counseling, instructional resources;

7	**Action:** Provide teachers the opportunity to meet and discuss stressors with counselors and/or social workers. [Critical Success Factors [Critical Success Factors 7]] **Needs:** D2;	**Person(s) Responsible:** principal, vice principal, counselors, social workers	**Funding/FTEs:** Local Funds; State Comp Ed Funds
	Evidence of Implementation: meeting agendas	**Ongoing Evaluation Method:** positive teacher morale, meeting agendas	**Final Evaluation Method:** staff retention
	Timeline: 7/1/2021 - 7/1/2022 (Weekly)		**Resources:** google meets, technology;

Goal #4: Medina Valley Middle School will provide a safe learning environment for students and staff members.

Objective #2: Medina Valley Middle School will promote and encourage parental involvement 100% of the time with the goal that 60% of our parents are actively involved.

1	**Action:** Provide various options for parental/school communication based on individual student/family needs such as paper, postal, email, digital, or social media (Twitter, Facebook). [Critical Success Factors [Critical Success Factors 1, 3, 4, 5, 6, 7]] **Needs:** E6; H9;	**Person(s) Responsible:** Principal; Vice-Principals; Counselors; Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: establish social media (Facebook, Twitter, postings; teacher contact logs	**Ongoing Evaluation Method:** Increase in positive social media responses; surveys	**Final Evaluation Method:** Survey; increased positive student outcomes
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		

2	**Action:** A campus team will meet with MVISD Coordinator of School Health Advisory Council (CSHAC) to evaluate the curriculum and programs in health fitness, health education, nutrition, and in parent/community programs. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 5, 6, 7]] **Needs:** C1;	**Person(s) Responsible:** Principal; Vice-Principals; Counselors; Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Sign-in rosters; CSHAC meeting minutes and calendar	**Ongoing Evaluation Method:** CSHAC meeting minutes	**Final Evaluation Method:** Updated Campus Safety plan and Student Handbook
	Timeline: 7/1/2021 - 7/1/2022 (As Needed)		

3	**Action:** Initiate a School-wide violence prevention program to identify bullying of all types. [Critical Success Factors [Critical Success Factors 1, 3, 4, 5, 6]] **Needs:** C1; C2; G1;	**Person(s) Responsible:** Principal; Vice-Principals; Counselors; Teachers; Secretary; Attendance Clerk	**Funding/FTEs:** State Comp Ed Funds; Title IV, Part A Funds $2,000.00; Local Funds
	Evidence of Implementation: Agendas; meeting minutes	**Ongoing Evaluation Method:** Skyward monitoring; meeting minutes	**Final Evaluation Method:** Decrease referrals, ISS, OSS, and DAEP placements; increase parental support and involvement
	Timeline: 7/1/2021 - 7/1/2022 (Monthly)		

4	**Action:** The Light House team will meet to discuss the implementation of the Leader In Me program among the students on campus and how to get parents involved so that the program carries over into the home. [Critical Success Factors [Critical Success Factors 1, 3, 5, 6]] **Needs:** A1; A4; C1; C2; C3; C4; C5; C8;	**Person(s) Responsible:** principal, vice principals,counselors, teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: sign in sheets for meetings, news letters sent home, invites sent home	**Ongoing Evaluation Method:** parent participation in after school activities,	**Final Evaluation Method:** number of community involved activities on campus, number of participants on campus, reduce number of discipline incidents
	Timeline: 7/1/2021 - 5/1/2022 (Bi-Monthly)		

5	**Action:** Provide school materials, supplies, fees, clothing, etc for disadvantage/at-risk students [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 5, 6]] **Needs:** A2; A6; B8; C5; C7;	**Person(s) Responsible:** Federal Programs; Director; Principal; Vice-Principals; Counselors; Teachers; Secretary; Attendance Clerk	**Funding/FTEs:** Title I, Part A Funds; Tx Educ for Children Homeless Youth $1,000.00
	Evidence of Implementation: Requisitions; TEA System Safeguards	**Ongoing Evaluation Method:** Weekly walk throughs and evaluation of assessment data	**Final Evaluation Method:** Simulation assessment data; STAAR data
	Timeline: 7/1/2021 - 7/1/2022 (As Needed)		

6	**Action:** Provide parents and guardians with technological training to help their student(s) achieve academic success. [Critical Success Factors [Critical Success Factors 1, 5, 6]] **Needs:** C5; E5; H9;	**Person(s) Responsible:** principal, vice principal, counselors, teachers, technology director	**Funding/FTEs:** Local Funds
	Evidence of Implementation: More parental involvement, less phone calls from parents/guardians on technological issues, more progress reports/report cards electronically signed by parents	**Ongoing Evaluation Method:** Skyward monitoring, Google classroom monitoring, phone logs	**Final Evaluation Method:** Student grades, passing/fail rate
	Timeline: 7/1/2021 - 12/31/2022 (As Needed)		**Resources:** web pages, google classroom, technology tools;

7	**Action:** Continue to build capacity by providing events, trainings, activities with takeaway educational materials and offering of light refreshments and snacks. [Critical Success Factors [Critical Success Factors 5]] **Needs:** F1; F3; F4; F5; F8; G7;	**Person(s) Responsible:** Federal Programs, Principal, Assistant Principals, Counselors	**Funding/FTEs:** Title I, Part A Funds $5,000.00
	Evidence of Implementation: sign in sheets, more parental involvement, invites sent home	**Ongoing Evaluation Method:** parent participation in school activities	**Final Evaluation Method:** decrease in counseling referrals, decrease in discipline incidents,
	Timeline: 7/1/2021 - 7/1/2022 (As Needed)		**Resources:** possible activity supplies;

8	**Action:** Provide and offer more conferences/workshops for teachers, staff, parents, and families. [Critical Success Factors [Critical Success Factors 1, 3, 5, 7]] **Needs:** B1; C9; D9; F1;	**Person(s) Responsible:** Federal Programs, Principal, Vice Principals, Counselors	**Funding/FTEs:** Title I, Part A Funds
	Evidence of Implementation: sign in sheets, more parental involvement	**Ongoing Evaluation Method:** parent participation in school activities, walkthroughs	**Final Evaluation Method:** all evaluation data, passing/failing rate
	Timeline: 7/1/2021 - 7/1/2022 (Monthly)		**Resources:** supplies for training;

9	**Action:** Create a variety of campus opportunities for parents, teachers and staff to make a positive social/academic impact on student success. [Critical Success Factors [Critical Success Factors 5, 6]] **Needs:** C9; F1; F2; F3; F4;	**Person(s) Responsible:** Administration, Counselors, Federal Programs, Teachers	**Funding/FTEs:** Title I, Part A Funds $400.00; State Comp Ed Funds $5,000.00
	Evidence of Implementation: sign in sheets, completed surveys with student, parent, and teacher feedback	**Ongoing Evaluation Method:** student participation in extra curricular activities and clubs	**Final Evaluation Method:** percentage of students and parents involved in school activities
	Timeline: 7/1/2021 - 7/1/2022 (Bi-Annually)		**Resources:** activity supplies, teacher/sponsor support, student involvement;

Funding

Bilingual/ELL		
Career & Technology Funds		
Local Funds	$101,802.00	
Carl-Perkins Title IPartC	$3,945.00	
State Comp Ed Funds	$37,109.00	1.10 FTEs
Special Ed Funds		
Title I, Part A Funds	$8,200.00	
Title II, Part A Funds	$11,000.00	
Title III, Part A Funds		
Title IV, Part A Funds	$2,000.00	
Tx Educ for Children Homeless Youth	$1,000.00	

Title I

This Organization is consolidating the following funds: N/A

Element 1: Comprehensive Needs Assessment

Conduct a Comprehensive Needs Assessment

Goal # 1, Objective #3 , Strategy # 4: At the end of the 2020-2021 school year, the committee met to evaluate data and determine strengths of the present year and the needs for the upcoming year. The committee will meet again in September to look over the completed plan for the 2021-2022 school year and make the needed revisions. In April, the committee will begin to evaluate demographics, culture/climate, context/organization, staff quality, and family/community involvement. In May, the committee will evaluate curriculum, instruction and assessment, technology, and student achievement.

Element 2: Schoolwide Plan

Prepare a Comprehensive Schoolwide Plan

Goal # 4, Objective #1 , Strategy # 2: Enforce consistent school procedures and set school wide goals, while becoming a more positive campus.

Element 3: Parent and Family Engagement

Implement programs, activities, and procedures for the involvement of parents and family members

Goal # 4, Objective # 1, Strategy # 3: Provide opportunities for family engagement and collaboration within the entire campus community.

TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

#1: Recruit, support, and retain teachers and principals
#2: Build a foundation of reading and math
#3: Connect high school to career and college
#4: Improve low-performing schools

THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

#1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
#2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
#3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
#4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.
Objective #2: Students will be encouraged and challenged to meet their full educational potential.
Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration

MVISD

Campus Improvement Plan

Medina Valley High School

2021-2022

8365 FM 471 South, Castroville, Tx 78009

Castroville, TX 78009

State ID: 163908001

Mission

In relentless pursuit of exemplary performance through a culture of excellence.

Vision

Medina Valley High School will promote educational excellence with a focus on college and career readiness, prepare students to be critical thinkers in a global society, and practice the MVISD Core Beliefs.

Description

Medina Valley High School opened its doors in 1955 and serves 1556 students in grades 9 through 12. The student population is 3.73% African American, 58.74% Hispanic, 33.61% White, .7% American Indian, .58% Asian, .4% Pacific Islander, 2.25% Two Or more Races, 50.51% Male, 49.49% Female. Medina Valley High School serves 9.7% Special Education students, 44.02% Economically Disadvantaged students, 2.12% English Language Learners; 28.02% At-Risk students, 5.21% Gifted & Talented students. The overall mobility rate for the campus is 12.6%. The average attendance rate for students is 94.6%. The annual graduation rate is 98.9%.

Title I Campus

MVHS will be a Title I Campus beginning with the 2021-2022 school year.

Demographics

Increase performance on standardized tests and college readiness for all populations.
Increase staffing resources to promote student achievement across all populations

Student Achievement

Increase student attendance to state average or above.
Increase enrollment in advanced courses for all populations.
Follow a coherent sequence in CTE courses and offerings.
Continue to improve/refine our college career military readiness accountability rating.

School Culture and Climate

To provide struggling students with academic guidance and support through counseling. Continue to increase facilities space. Continue to monitor student attendance

Staff Quality, Recruitment and Retention

Improve mentorship program.
Content specific and follow through of professional development.

Curriculum, Instruction and Assessment

Opportunities for CTE, Gifted and Talented, and special populations with increasing support and additional assistance beyond the classroom.

Family and Community Engagement

Continued outreach to parents and continual communication with all stakeholders. Continue efforts to get more students involved in school and extracurricular.

School Context and Organization

Facilitate activities/rewards for students and staff alike to promote a positive culture.
Provide a safe environment by maintaining equipment that is aligned with business and industry standards.
Provide meaningful Freshman mentor program with guest speakers.

Technology

Technology has been continuously improving, but the population is increasing steadily which will require more technology and equipment to adapt to our growing needs.

Special Programs

Addressing Needs of Students At-Risk of Not Meeting State Standards

The campus leadership team monitors and addresses students who are at risk of not meeting state standards by reviewing trends and patterns on state and benchmark assessments, RTI documentation, and then providing academic support, i.e. after school/parent arranged tutoring.

CNA Process

We created eight teacher groups at the end of the year and each group was responsible for an objective. The teachers reviewed the previous list of strength/needs and added/deleted to correlate for the current year.

Administrators

Tanner Lange	Principal
Kathryn Nevarez	Vice Principal
John Slaton	Vice Principal
Amanda Monteiro	Vice Principal
Fernando Torres	Academic Dean
Melissa Gonzales	Vice Principal

Planning Committee

Member Name	Title
Tanner Lange	Principal
Amanda Monteiro	Vice Principal
Kathryn Nevarez	Vice Principal
Andrew Carawan	Social Studies Department Chair
Lt. Col Robert Spracale	JROTC Instructor
Brandy White	English Teacher
Vanessa Ward	Science Department Chair
Laura Kohlleppel	CTE Teacher
Cindy Gates	CTE Teacher
Janis Mack	Geometry Teacher
Desiree Dear	ELA Teacher
Krystle Wells	Fine Arts Teacher
Anna Wheatley	Social Studies Teacher
Lee Conrad	AFJROTC Instructor
Theresa Hecker	Math Department Chair
Cheryl Jones	Algebra I Teacher
Travis Brown	Math DC Teacher
Lauren Biediger	Fine Arts Teacher
Janice Engbrock	ELA DC Teacher
Dustin Hurley	SS Teacher/ Debate Coach
Mary Castellano	Special Education Department Chair
Omar Moreno	Special Education Teacher
Jennifer Burns	Parent

Planning Committee (continued)

Member Name	Title
Mica Carawan	Parent
Robert Gilmore	Parent
Reggie Winters	Community Member
Brenda Vega	Community Member
Joan Tiner	Business Rep
Tim Hardt	Business Rep

Comprehensive Needs Assessment

Demographics

Strengths

1 MVHS graduation rates are considerably higher than the state average.
2 All demographics are performing well on state assessments.
3 High Performance on Algebra 1, Biology, US History for low SES populations.
4 Campus distinction designations in 5 areas.
5 Robust extracurricular and enrichment activities for special populations.

Needs

1 Maintain interventions with students retesting.
2 Increase participation of all demographics in ACT, SAT, and ASVAB testing participation.
3 Increase number of special education staff.
4 Increase percentages of all populations meeting TSI.
5 Practical professional development for differentiated instruction to meet the needs of all special populations.
6 Increase participation in courses that fall under CTE enrollment for ELL, Hispanic, African American, and Special Education populations.

Summary

Increase performance on standardized tests and college readiness for all populations.
Increase staffing resources to promote student achievement across all populations

Data

Attendance Data
Curriculum-Based Assessments
Discipline Data
District-Based Assessments
Expulsion Suspension Records
Graduation Records
Promotion / Retention data
Response to Intervention tracking
Staff Demographics
Student Demographics
TAPR

PBMAS
PEIMS Data Submission Report
Climate Survey

Student Achievement

Strengths

1. Distinctions earned in all five accountability areas.
2. 100% graduation rate.
3. SAT/ACT scores at or above the state average.
4. Improved STAAR level 3 (masters) scores.
5. College Prep English and Mathematics added to the master schedule.
6. Added Science and English Dual Credit courses.
7. Incentives for Track 1 flex school year, attendance and intervention.
8. Increased enrollment in advanced courses
9. Targeted tutoring for all levels in EOC subjects
10. Increased enrollment in CTE courses.
11. Improved student involvement for ELL population through the Dream Big Club.
12. Student and staff growth through our online learning platform.
13. Developed a guaranteed and viable curriculum to include common assessments.

Needs

1. Improve student and staff attendance.
2. Increase/continue academic interventions for ELL, low socioeconomic, special education, and at-risk student populations.
3. Increase rigor in core classes.
4. Continue building coherent sequences in CTE including offering advanced CTE courses.
5. Staffing and instructional support for sub populations.
6. Continue content specific professional development and lesson study.
7. Continued improvement for student and staff mastery of online learning.
8. Include and extra flex day for improved attendance and student achievement.
9. Increase availability of substitutes to include permanent on-site substitutes.
10. Additional support for students in disciplinary placements.

Summary

Increase student attendance to state average or above.
Increase enrollment in advanced courses for all populations.
Follow a coherent sequence in CTE courses and offerings.
Continue to improve/refine our college career military readiness accountability rating.

Data

Attendance Data

Campus-Based Assessments
Classroom Walkthrough Data
Curriculum-Based Assessments
Discipline Data
District-Based Assessments
STAAR / EOC Results
TAPR
Skyward Data Mining

School Culture and Climate

Strengths

1 Increased monitoring by School Resource Officers, bollards in front of school building, addition of vestibule, and entry with IDs.
2 Overall citizenship of students.
3 Campus emergency operations plan in place with signage.
4 Increased availability of clubs and student activities.
5 Promotion of achievement via social media.
6 Continuation of Flex Year.
7 Staff is resourceful and works together to get tasks completed.
8 Effective camera surveillance system
9 Increased engagement of students through peer tutoring organization.
10 Reduction of student discipline due to an increase in student involvement
11 Inclusion of directional maps throughout campus.
12 Improved student accountability.
13 Promoted positive staff & student recognition and appreciation.
14 Staff and students are provided with better technology, tools, and resources.
15 More cohesion and accountability among staff across departments.

Needs

1 Continue to increase campus security initiatives.
2 Increase facilities space (CTE, athletics,etc.)
3 Consistent support personnel including inclusion, ELL, custodial.
4 Tracking/monitoring student attendance.
5 Continue to track and guide students in academic and career counseling.
6 Increase support for all new staff to high school campus.
7 Create a program for transfer students to have a student sponsor who can help ease the new student into the school environment
8 Separate Grand Central Station from A+.
9 Assess and develop means for decrease of vaping on campus.
10 Increase rewards for attendance and other student achievements.

Summary

To provide struggling students with academic guidance and support through counseling. Continue to increase facilities space. Continue to monitor student attendance

Data

Classroom Walkthrough Data

Discipline Data
Expulsion Suspension Records
Graduation Records
Inidividual Student Profiles
Promotion / Retention data
Staff Demographics
Student Demographics
TAPR
Climate Survey

Staff Quality, Recruitment and Retention

Strengths

1 Attending job fairs throughout the year
2 School promotes high morale/ encouragement of staff and students through social media, newsletters, and staff meetings.
3 Student-led activities throughout the year help improve and strengthen a positive school culture.
4 Communication of staff expectations and respectful of teacher's time.
6 Professional development format, choices for staff.
7 Common planning periods for tested subjects
8 Departments are given funds for teachers to attend professional development seminars.
9 Teacher retention through competitive salaries comparable to surrounding districts.

Needs

1 Develop a more effective and personalized mentor program at the campus-level.
2 Coordination between district PD and Campus needs
5 Improve training for inclusion staff and co-teachers.
6 Promote available teacher positions on social media
7 Increase available substitutes to minimize the disruption to the educational setting.

Summary

Improve mentorship program.
Content specific and follow through of professional development.

Data

Classroom Walkthrough Data
District-Based Assessments
Promotion / Retention data
Staff Demographics
TAPR
PEIMS Data Submission Report
Inidividual Student Profiles
Climate Survey

Curriculum, Instruction and Assessment

Strengths

1. Intervention pullout for math, science, english one and two four weeks prior to STAAR EOC testing.
2. Flex Year
3. Scheduled tutorials (for specialized demographics)
4. Increased the number of CTE classes offered
5. Lesson Study data driven teacher development
6. Increase in dual credit and AP courses
7. Inclusion teachers in math and ELA classes
8. 100% graduation rate
   Distinction in Student Achievement, closing the performance gap, and post-secondary readiness
9. ACT Testing site
10. BIM 1 required elective for graduation
11. Collaborative Wednesday/20 Days to STAAR tutorials
12. Increases CTE budget.
13. Increased opportunities in extra-curricular involvement for students.

Needs

1. Continue to identify and target special populations and support with additional assistance beyond the classroom.
2. Communication on upcoming quality professional development that is being offered in the Region
3. Increase the number of chromecarts per department and colored version of TI-84 calculators
4. Continue to support the Gifted and Talented Program
5. Continue to create appropriate CTE lessons based on industry standards.
6. More Professional Development opportunities within the district that are not online courses
7. Universal writing process professional development to assist students in writing across curriculum.

Summary

Opportunities for CTE, Gifted and Talented, and special populations with increasing support and additional assistance beyond the classroom.

Data

Attendance Data
Campus-Based Assessments
Curriculum-Based Assessments
Response to Intervention tracking
STAAR / EOC Results

Staff Demographics
Student Achievement Data
Student Demographics
TAPR

Family and Community Engagement

Strengths

1. Staff and community newsletter shared through social media websites weekly
2. Awards ceremonies
3. MVHS Newspaper Online - PantherNews
4. Updated Website, access to social media posts and new district application
5. College and Career Fairs
6. Strong community ties through booster clubs and organizations.
7. Community Performances - OAP, UIL, Band, Choir
8. High Attendance for parent meetings, events, and performances.
9. Parent meetings and course selection process for all students.

Needs

1. Improve access to club information for students and parents
2. Create more avenues to distribute information to community members and families.
3. Continue efforts to get all students and parents involved.
4. Ongoing efforts to get information out to community and parents
5. Create easier access for families to information in various languages and how to access the information and translation services
6. Involve MVHS alumni through social media and activities
7. Continue to build capacity by providing events, trainings, and activities with takeaway educational materials and offering light refreshments, snacks, and other incentives.

Summary

Continued outreach to parents and continual communication with all stakeholders. Continue efforts to get more students involved in school and extracurricular.

Data

Staff Demographics

Student Demographics

TAPR

Climate Survey

School Context and Organization

Strengths

1 Academic freedom of creating curriculum and assessments.
2 Interventions for struggling students.
3 Adjustments made to collaborative time allowed for more student engagement.
4 Staff feels supported by administration
5 Student morale (drawings/rewards/MVP/Pep Rally).
6 Continue with Flex Year.
7 Staff unity
8 Special events scheduling
9 Conference periods coordinated with co-teachers.

Needs

1 Common planning periods for teams as needed.
2 More input from teachers on master schedule (communication).
3 New Teacher mentor program should be run by campus
4 Need more SBDM meetings throughout the school year.
5 Increase inclusion co-teachers to all 4 core subjects
6 Accountability of duty descriptions for all teachers.
7 Continue use of new collaborative bell schedule.

Summary

Facilitate activities/rewards for students and staff alike to promote a positive culture.
Provide a safe environment by maintaining equipment that is aligned with business and industry standards.
Provide meaningful Freshman mentor program with guest speakers.

Data

Attendance Data
Campus-Based Assessments
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Inidividual Student Profiles
Promotion / Retention data
Staff Demographics
Student Achievement Data
Student Demographics
TAPR

Climate Survey

Technology

Strengths

1 School wide security surveillance system.
2 Ability to maintain a safe, secure and efficient technological environment using enhanced web filters and firewalls.
3 Classroom management and monitoring software for computers
4 District technology department is responsive to technology repair requests in a timely manner.
5 Skyward/Eduphoria/AESOP/A+, G-Suite, Canvas and other educational platforms
6 Multiple opportunities campus and district-wide for technology trainings
7 Teacher laptops to replace desktop computers

Needs

1 Technology Smart Boards and programs in core classrooms.
2 Math and Reading Technology Programs for intervention along with teacher training
3 Additional printing capabilities for students
4 Increase ratio of computers to students (chromebook carts).
5 Calculators (TI 84 and color graphing calculators) due to increase enrollment and to replace broken down calculators
6 Effective software training available for all staff
7 Additional surveillance cameras for campus parking lots

Summary

Technology has been continuously improving, but the population is increasing steadily which will require more technology and equipment to adapt to our growing needs.

Data

Discipline Data
Promotion / Retention data
Response to Intervention tracking
Staff Demographics
TAPR
OnData Suite
PEIMS Data Submission Report
Climate Survey

Priority Needs

A: Demographics

- A2 Increase participation of all demographics in ACT, SAT, and ASVAB testing participation.
- A3 Increase number of special education staff.
- A4 Increase percentages of all populations meeting TSI.
- A5 Practical professional development for differentiated instruction to meet the needs of all special populations.

B: Student Achievement

- B1 Improve student and staff attendance.
- B2 Increase/continue academic interventions for ELL, low socioeconomic, special education, and at-risk student populations.
- B3 Increase rigor in core classes.
- B4 Continue building coherent sequences in CTE including offering advanced CTE courses.
- B5 Staffing and instructional support for sub populations.
- B6 Continue content specific professional development and lesson study.

C: School Culture and Climate

- C2 Increase facilities space (CTE, athletics,etc.)
- C3 Consistent support personnel including inclusion, ELL, custodial.
- C5 Continue to track and guide students in academic and career counseling.
- C6 Increase support for all new staff to high school campus.
- C7 Create a program for transfer students to have a student sponsor who can help ease the new student into the school environment

D: Staff Quality, Recruitment and Retention

- D1 Develop a more effective and personalized mentor program at the campus-level.
- D2 Coordination between district PD and Campus needs
- D5 Improve training for inclusion staff and co-teachers.

E: Curriculum, Instruction and Assessment

- E1 Continue to identify and target special populations and support with additional assistance beyond the classroom.
- E2 Communication on upcoming quality professional development that is being offered in the Region
- E3 Increase the number of chromecarts per department and colored version of TI-84 calculators

F: Family and Community Engagement

- F2 Create more avenues to distribute information to community members and families.
- F3 Continue efforts to get all students and parents involved.
- F4 Ongoing efforts to get information out to community and parents

G: School Context and Organization

- G1 Common planning periods for teams as needed.
- G2 More input from teachers on master schedule (communication).
- G4 Need more SBDM meetings throughout the school year.

H: Technology

- H1 Technology Smart Boards and programs in core classrooms.
- H2 Math and Reading Technology Programs for intervention along with teacher training
- H4 Increase ratio of computers to students (chromebook carts).
- H5 Calculators (TI 84 and color graphing calculators) due to increase enrollment and to replace broken down calculators
- H7 Additional surveillance cameras for campus parking lots

Goals

Goal #1: Recruit, support, and retain teachers and principals.

MVISD Strategic Plan Goal(s) Addressed by Goal 1

Growth: Takes a proactive role in planning for our rapidly growing population

Funding: Ensures proper allocation of funds to support all areas of the district.

Class/Course Offerings: Provides a variety of academic and extracurricular activities that promote well-rounded, career-minded students.

Facilities/Infrastructure: Provides and maintains appropriate facilities for district programs.

Staffing: Recruits and retains quality staff while offering professional development and leadership opportunities.

Goal #2: Build a foundation of reading and math.

MVISD Strategic Plan Goal(s) Addressed by Goal 2

Growth: Takes a proactive role in planning for our rapidly growing population

Funding: Ensures proper allocation of funds to support all areas of the district.

Class/Course Offerings: Provides a variety of academic and extracurricular activities that promote well-rounded, career-minded students.

Technology: Provides relevant and reliable technology for staff, students, and guests

Legislative: Exceeds federal/state/local legislative requirements to develop an educational journey for each student's interests and success.

Staffing: Recruits and retains quality staff while offering professional development and leadership opportunities.

Goal #3: Connect high school to career and college.

MVISD Strategic Plan Goal(s) Addressed by Goal 3

Funding: Ensures proper allocation of funds to support all areas of the district.

Class/Course Offerings: Provides a variety of academic and extracurricular activities that promote well-rounded, career-minded students.

Technology: Provides relevant and reliable technology for staff, students, and guests

Legislative: Exceeds federal/state/local legislative requirements to develop an educational journey for each student's interests and success.

Staffing: Recruits and retains quality staff while offering professional development and leadership opportunities.

Goal #4: Campus Safety

MVISD Strategic Plan Goal(s) Addressed by Goal 4

Funding: Ensures proper allocation of funds to support all areas of the district.

Communication/Involvement: Fosters an environment of parental and community involvement through open communication.

Technology: Provides relevant and reliable technology for staff, students, and guests

Facilities/Infrastructure: Provides and maintains appropriate facilities for district programs.

Actions

Goal #1: Recruit, support, and retain teachers and principals.

Objective #1: MVHS will recruit and retain a 100% highly qualified staff while offering relevant professional development and leadership opportunities.

1	**Action:** Continue development of employees experiencing performance deficiencies. [Critical Success Factors [Critical Success Factors 7]] **Needs:** D1;	**Person(s) Responsible:** Assistant/Vice Principals, Academic Dean, Principal	**Funding/FTEs:** Local Funds; Title II, Part A Funds
	Evidence of Implementation: TTESS Documents, Walk-throughs, Intervention Documentation	**Ongoing Evaluation Method:** Walkthrough and T-Tess observation process to document and support these teachers.	**Final Evaluation Method:** Communication and documentation through the T-TESS process.
	Timeline: 7/1/2021 - 7/1/2022 (On-going)		

2	**Action:** Schedule class maximums at or below 30 students for intervention programs with 50% or more at-risk populations. [Critical Success Factors [Critical Success Factors 4]] **Needs:** B2; B5;	**Person(s) Responsible:** Assistant Principals, Counselors	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Master Schedule, Skyward Reports	**Ongoing Evaluation Method:** Reviewing Skyward reports throughout the year	**Final Evaluation Method:** Reviewing Skyward reports and create a master schedule with enough sections
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		

3	**Action:** MVHS will maintain the number of highly qualified teachers through hiring and professional development. [Critical Success Factors [Critical Success Factors 7]] **Needs:** B5; B6;	**Person(s) Responsible:** Administration and Department Heads	**Funding/FTEs:** Local Funds; Title II, Part A Funds; State Comp Ed Funds; Bilingual/ELL; Special Ed Funds; Career & Technology Funds
	Evidence of Implementation: Class Counts, Observations, Professional Development, TTESS	**Ongoing Evaluation Method:** Administrators will attend local job fairs and create a positive school culture	**Final Evaluation Method:** Retention rates for staff, TAPR report, staff surveys
	Timeline: 7/1/2021 - 7/1/2022 (Monthly)		

4	**Action:** MVHS will provide intervention classes for state credit. [Critical Success Factors [Critical Success Factors 1]] **Needs:** B2;	**Person(s) Responsible:** Assistant Principal, Teachers	**Funding/FTEs:** Local Funds; State Comp Ed Funds 1.00 FTEs
	Evidence of Implementation: AWARE, A+ program, Skyward, Grade Book Reports	**Ongoing Evaluation Method:** Monitoring A+ program and Grade Book Reports through RTI process	**Final Evaluation Method:** Maintain sections in the master schedule that includes A+
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		

5	**Action:** MVHS will promote professional learning communities focused on meeting campus and district strategic goals. **Needs:** A5; B2; B6; C3;	**Person(s) Responsible:** Assistant Principals, Academic Dean, Principal, Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Staff Development Logs, Lesson Study	**Ongoing Evaluation Method:** Administrators will evaluate through observing and participation in the PLC meetings	**Final Evaluation Method:** Administrators will evaluate through T-TESS post conference
	Timeline: 7/1/2021 - 7/1/2022 (Monthly)		

6	**Action:** Continue to improve the use and effectiveness of the TTESS teacher evaluation system. [Critical Success Factors [Critical Success Factors 7]] **Needs:** D1; D2;	**Person(s) Responsible:** Administration	**Funding/FTEs:** Local Funds
	Evidence of Implementation: walk-through documentation, T-TESS refresher, T-TESS calibration, T-TESS observations, AWARE	**Ongoing Evaluation Method:** Documentation walk-throughs and T-TESS process	**Final Evaluation Method:** Documentation walk-throughs and T-TESS process
	Timeline: 7/1/2021 - 7/1/2022 (Monthly)		

7	**Action:** Continue employee appreciation and employee recognition. **Needs:** D1;	**Person(s) Responsible:** Administration, Support Staff, Counselors	**Funding/FTEs:** Local Funds
	Evidence of Implementation: ExCEL Teacher selections, social committee activities, staff shirts, teacher appreciation luncheons/activities	**Ongoing Evaluation Method:** staff appreciation initiatives monthly	**Final Evaluation Method:** Comprehensive Needs Assessment committee meetings at the end of the year
	Timeline: 7/1/2021 - 7/1/2022 (Weekly)		

8	**Action:** Provide technology to staff to effectively instruct students [Critical Success Factors [Critical Success Factors 1]] **Needs:** H2;	**Person(s) Responsible:** Administration, Teachers, Counselors	**Funding/FTEs:** Local Funds; Bilingual/ELL; Special Ed Funds; Career & Technology Funds; Title I, Part C-Migrant; Carl-Perkins Title IPartC
	Evidence of Implementation: Technology courses, T-TESS observations/walk-through	**Ongoing Evaluation Method:** Surveys identifying technology use for instruction	**Final Evaluation Method:** Comprehensive Needs Assessment end-of-year committee meetings, end-of-year survey
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		

9	**Action:** MVHS will provide additional training in differentiated instruction to the staff. **Needs:** A5;	**Person(s) Responsible:** Administration	**Funding/FTEs:** Local Funds; Title II, Part A Funds; State Comp Ed Funds
	Evidence of Implementation: Completion certificates	**Ongoing Evaluation Method:** Professional Development clinics available during summer and before school	**Final Evaluation Method:** Completion of training through eduphoria
	Timeline: 6/1/2022 - 7/1/2022 (Annually)		

10	**Action:** MVHS will provide opportunities for Advanced Placement (AP) teachers to attend PD trainings. **Needs:** B6; E2;	**Person(s) Responsible:** Administration, Teachers	**Funding/FTEs:** Local Funds; Title II, Part A Funds
	Evidence of Implementation: Certificates of Completion, AP Course Offerings	**Ongoing Evaluation Method:** Region 20 workshop calendar, Eduphoria	**Final Evaluation Method:** Collection of certificates after completion of PD courses.
	Timeline: 7/1/2021 - 7/1/2022 (Annually)		

11	**Action:** MVHS will provide opportunities and support for teachers to participate in the lesson study PD model for improved instruction. **Needs:** B6; E2;	**Person(s) Responsible:** Administration and Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Meeting agendas, Lesson Study supporting documents, TEKS Resource System	**Ongoing Evaluation Method:** Appraiser observations during Lesson Study	**Final Evaluation Method:** Walk-throughs, T-TESS observations
	Timeline: 7/1/2021 - 7/1/2022 (Monthly)		

12	**Action:** Campus leadership will schedule collaborative planning and implementation opportunities for staff. **Needs:** B6;	**Person(s) Responsible:** Assistant Principal, Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Professional Development, Collaborative Wednesday agendas	**Ongoing Evaluation Method:** Weekly updates from department chair teachers on collaborative agenda	**Final Evaluation Method:** CNA meetings
	Timeline: 7/1/2021 - 7/1/2022 (Weekly)		

13	**Action:** Provide mentor teachers with new teachers to provide support and guidance. **Needs:** D1;	**Person(s) Responsible:** Administration, Department Heads, Teachers	**Funding/FTEs:** Title II, Part A Funds $7,000.00
	Evidence of Implementation: Teacher Survey, Teacher Documentation	**Ongoing Evaluation Method:** District Mentor/mentee program initiative in place	**Final Evaluation Method:** District Mentor/mentee program initiative in place
	Timeline: 7/1/2021 - 7/1/2022 (Monthly)		

14	**Action:** Provide training to improve instruction for all students as per the district curriculum standards in all core curriculum areas. **Needs:** H2;	**Person(s) Responsible:** Administration, Teachers, Technology Designee	**Funding/FTEs:** Local Funds; Title II, Part A Funds; State Comp Ed Funds
	Evidence of Implementation: Lesson Plans, Read 180, TEKS Resource System	**Ongoing Evaluation Method:** Weekly walk-throughs, T-TESS observations	**Final Evaluation Method:** Eduphoria PD evaluations, T-TESS observations
	Timeline: 7/1/2021 - 7/1/2022 (Annually)		

15	**Action:** MVHS will provide opportunities for quality Professional Development targeting intervention for all subpopulations. **Needs:** A5; B6; E2;	**Person(s) Responsible:** Assistant Principals, Academic Dean, Teachers	**Funding/FTEs:** Local Funds; Special Ed Funds; Title II, Part A Funds $2,000.00; State Comp Ed Funds
	Evidence of Implementation: Professional Development logs/certificates, CTE/AP and additional training documentation	**Ongoing Evaluation Method:** Weekly walk-throughs	**Final Evaluation Method:** Annual T-TESS observations
	Timeline: 6/1/2021 - 7/1/2022 (Annually)		

16	**Action:** All professional staff are assessed and trained on deficiencies congruent with the Technology plan. **Needs:** E2; H2;	**Person(s) Responsible:** Technology Designee	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Technology Improvement Plan, Professional Development Logs	**Ongoing Evaluation Method:** Eduphoria PD certificates	**Final Evaluation Method:** CNA meetings
	Timeline: 7/1/2021 - 7/1/2022 (Annually)		

Goal #2: Build a foundation of reading and math.

Objective #1: MVHS will ensure that 100% of the students develop literacy and mathematics proficiency across all content area.

1	**Action:** Continue to monitor and implement core academic intervention for all students. **Needs:** B1; B2; C3;	**Person(s) Responsible:** Assistant Principals, Academic Dean, Department Heads, Teachers	**Funding/FTEs:** Local Funds; Title I, Part C-Migrant; Title III, Part A Funds; Tx Educ for Children Homeless Youth; State Comp Ed Funds $5,000.00; Title I, Part A Funds $5,000.00; 0.25 FTEs
	Evidence of Implementation: Common Assessments, AWARE reports, TEKS Resource System, Countdown to 20 days to STAAR, Curriculum Review Documents, Region 20 ESC Living Science, Read 180	**Ongoing Evaluation Method:** 6 Weeks Tests, Formative and Summative assessments	**Final Evaluation Method:** STAAR EOC Tests
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		

2	**Action:** MVHS will provide intervention materials, supplies, tutoring, and software programs to improve academic performances among all populations. **Needs:** B2; H2;	**Person(s) Responsible:** Assistant Principals, Academic Dean, Teachers, Counselors, and Social workers	**Funding/FTEs:** Local Funds; Title I, Part A Funds $500.00; Title III, Part A Funds; Title I, Part C-Migrant $500.00; Tx Educ for Children Homeless Youth $500.00; State Comp Ed Funds $10,000.00
	Evidence of Implementation: Tutoring Log, Technology Inventory, receipt logs for supplies	**Ongoing Evaluation Method:** RTI Committee	**Final Evaluation Method:** STAAR EOC Test Results
	Timeline: 8/27/2021 - 7/15/2022 (Weekly)		

3	**Action:** Implement effective reading strategies in all classrooms. **Needs:** B2; B3; H2;	**Person(s) Responsible:** Administration, Department Chairs, Teachers	**Funding/FTEs:** State Comp Ed Funds $1,800.00
	Evidence of Implementation: Lesson Plans, SRI Read 180, Common Assessments, AWARE, Fundamental 5 Walk-throughs Data	**Ongoing Evaluation Method:** T-TESS Walkthroughs	**Final Evaluation Method:** Formal Observation Process
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		

4	**Action:** Maintain and/or increase the number of inclusion classes. **Needs:** A3; B2; B5; C3;	**Person(s) Responsible:** Administration, Teachers, Counselors, Special Education Teachers	**Funding/FTEs:** Special Ed Funds; Local Funds
	Evidence of Implementation: Master Schedule, Attendance Logs,	**Ongoing Evaluation Method:** RTI committee meetings	**Final Evaluation Method:** STAAR EOC Tests
	Timeline: 7/1/2021 - 7/1/2022 (Annually)		

5	**Action:** Refine and continue to provide services through Response to Intervention Process. **Needs:** B2;	**Person(s) Responsible:** Administration, Special Education Teachers	**Funding/FTEs:** State Comp Ed Funds $265,720.00; 4.00 FTEs
	Evidence of Implementation: Teacher Observations, Home Language Surveys, Personnel Record Cumulative Files, Student Progress Reports, Interventions, Personal Graduation Plans	**Ongoing Evaluation Method:** ARD Committee decisions, RTI Committee decisions	**Final Evaluation Method:** ARD Committee decisions, RTI Committee decisions
	Timeline: 7/1/2021 - 7/1/2022 (Weekly)		

6	**Action:** Provide local credits for math and science intervention and remediation classes. **Needs:** B2;	**Person(s) Responsible:** Administration, Departments Heads, Teachers	**Funding/FTEs:** Local Funds; State Comp Ed Funds
	Evidence of Implementation: Summative-AWARE reports, transcripts	**Ongoing Evaluation Method:** previous year STAAR scores, transcripts	**Final Evaluation Method:** End of Course STAAR scores
	Timeline: 7/1/2021 - 7/1/2022 (Annually)		

7	**Action:** Continue to provide academic, attendance, and discipline Saturday Schools. **Needs:** B1; B2;	**Person(s) Responsible:** Administration, Teachers	**Funding/FTEs:** Local Funds; State Comp Ed Funds
	Evidence of Implementation: Attendance, Assessment Reports, Disciplinary Reports, Student Progress Reports	**Ongoing Evaluation Method:** Teacher referral for behavior and academic reasons	**Final Evaluation Method:** Teacher referral for behavior and academic reasons
	Timeline: 7/1/2021 - 7/1/2022 (Weekly)		

8	**Action:** MVHS will continue to provide Peer Assisted Learning Programs. **Needs:** F3;	**Person(s) Responsible:** Administration, Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Attendance/State Assessment Reports, Collaborative Wednesday Logs	**Ongoing Evaluation Method:** Previous year STAAR Scores to place correct Education & Training students in their area of strength	**Final Evaluation Method:** Summative AWARE DATA
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		

9	**Action:** MVHS will continue to provide AM/PM and summer tutorials in order to provide intervention to students. **Needs:** B2;	**Person(s) Responsible:** Administration, Teachers	**Funding/FTEs:** Local Funds; State Comp Ed Funds
	Evidence of Implementation: Attendance Logs, AWARE Reports, Progress Reports, tutoring schedule/log	**Ongoing Evaluation Method:** 6 Weeks report cards, transcripts	**Final Evaluation Method:** STAAR EOC scores
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		

10	**Action:** Teachers will provide a universal syllabi and scope and sequences to administration. **Needs:** D1;	**Person(s) Responsible:** Administration, Department Heads, Teachers	**Funding/FTEs:** Local Funds; Title II, Part A Funds
	Evidence of Implementation: Formative Walk-through, Formative Assessments, AWARE Reports, TEKS Resource System Reports	**Ongoing Evaluation Method:** Department Shared Drive checks	**Final Evaluation Method:** T-TESS formal pre/post-conference process
	Timeline: 7/1/2021 - 7/1/2022 (Annually)		

11	**Action:** MVHS teachers will continue to administer universal six week exams and common assessments. **Needs:** B3; G2;	**Person(s) Responsible:** Administration, Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Summative Evaluations, Curriculum Folders, AWARE	**Ongoing Evaluation Method:** Walk-throughs, Check department shared drive folders	**Final Evaluation Method:** AWARE Exam data
	Timeline: 7/1/2021 - 7/1/2022 (Every 3 weeks)		

12	**Action:** MVHS will continue to provide training and materials for State Assessment Intervention programs. **Needs:** B2; B5;	**Person(s) Responsible:** Administration, Teachers	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Bilingual/ELL; Special Ed Funds
	Evidence of Implementation: AEIS Reports, 20 days to STAAR, A+, USA Test Prep, TASA Conf., STAAR/EOC ESC20	**Ongoing Evaluation Method:** Professional Development and resource options available for teachers	**Final Evaluation Method:** End-of-year CNA meetings
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		

Goal #3: Connect high school to career and college.

Objective #1: MVHS will require 100% of students to be college, career, or military ready by year 2022.

1	**Action:** CTE students will have access to technology and instructional programs in line with current industry standards allowing for certification. **Needs:** H4;	**Person(s) Responsible:** CTE Teachers, CTE Director, Assistant Principals, Academic Dean, Principal	**Funding/FTEs:** Career & Technology Funds; Carl-Perkins Title IPartC $27,634.00
	Evidence of Implementation: Inventory, Certification Compliance Records, Naviance, List of students obtaining a certification; evidence of certification accomplished; State Certification list; submitted federal funds request form	**Ongoing Evaluation Method:** Biannual meetings with advisory committee to ensure proper and up to date technology is being used.	**Final Evaluation Method:** Students receive state-approved certifications
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		

2	**Action:** Teachers will have access to classroom technologies that will align with current business and industry standards. **Needs:** H4;	**Person(s) Responsible:** CTE Teachers, CTE Director, Principal, Academic Dean, Assistant Principals	**Funding/FTEs:** Career & Technology Funds; Carl-Perkins Title IPartC
	Evidence of Implementation: Industry certification records, technology inventory, Naviance	**Ongoing Evaluation Method:** Annual meetings with the advisory committee to ensure proper and up-to-date technology is being used.	**Final Evaluation Method:** Business advisory committee members will evaluate the effectiveness of the use of technology and work with the teachers to stay up-to-date.
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		

3	**Action:** MVHS will continue to offer and promote greater participation in Dual Credit and Advanced Placement courses. [Critical Success Factors [Critical Success Factors 1]] **Needs:** A2; A4; B3;	**Person(s) Responsible:** Principal, Academic Dean, Assistant Principals, Counselors	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Higher Education Reports, Dual Credit enrollment, AAS in Automotive Technology	**Ongoing Evaluation Method:** Increase TSI testing availability for 9-12th grade, review Algebra II and English II EOC scores for qualifying students, increase dual credit course offerings	**Final Evaluation Method:** Skyward reports displaying earned credit for DC courses
	Timeline: 7/1/2021 - 7/1/2022 (On-going)		

4	**Action:** MVHS will continue to develop and implement coherent sequencing throughout the CTE department. **Needs:** B4;	**Person(s) Responsible:** Administration, CTE Director, Teachers, Counselors	**Funding/FTEs:** Local Funds; Career & Technology Funds; Carl-Perkins Title IPartC
	Evidence of Implementation: Course Catalog, SkyWard Reports, Naviance	**Ongoing Evaluation Method:** Biannual meetings with Advisory committee to ensure courses offered are reflective of needed skills. After meetings, department head, head counselor, CTE HS campus administrator, and CTE Director to verify what courses are offered and what courses are needed.	**Final Evaluation Method:** Course Catalog, Master Schedule, End-of-Year CNA Meetings with CTE teachers
	Timeline: 7/1/2021 - 7/1/2022 (On-going)		

5	**Action:** CTE students will have access to technology in line with current industry standards allowing for certification. **Needs:** B4;	**Person(s) Responsible:** Administration, CTE teachers, CTE coordinator, Counselors	**Funding/FTEs:** Career & Technology Funds; Carl-Perkins Title IPartC
	Evidence of Implementation: Certifications, Compliance Records, Inventory, Naviance	**Ongoing Evaluation Method:** Annual meetings with advisory committee to ensure proper and up to date technology is being used. Teachers will research and plan to attend	**Final Evaluation Method:** Certificates of completion
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		

6	**Action:** Continue to update graduation plans to meet federal/state/local legislative requirements and update completion rates. **Needs:** C5;	**Person(s) Responsible:** Counselors	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Career & Technology Funds
	Evidence of Implementation: Course Description, Course Requests, Naviance, Graduation Plans, PGP Updates, Senior Contracts	**Ongoing Evaluation Method:** Students will meet with counselors yearly to update their graduation plan. Naviance will be used to ensure all criteria are met, verified, and complete.	**Final Evaluation Method:** 4-year graduation plan completed
	Timeline: 7/1/2021 - 7/1/2022 (Annually)		

7	**Action:** Continue to provide students with a yearly College and Career Fair, as well as college visits **Needs:** C5;	**Person(s) Responsible:** Counselors, CTE teachers, Administration	**Funding/FTEs:** Local Funds; Career & Technology Funds
	Evidence of Implementation: College Acceptance, Career Plans, planned college fair, planned career fair	**Ongoing Evaluation Method:** Annual College and Career fairs that have a variety of schools and businesses representing from local, regional and state areas.	**Final Evaluation Method:** Student/staff evaulations.
	Timeline: 7/1/2021 - 7/1/2022 (Annually)		

8	**Action:** Continue maintenance and upkeep of technology equipment in the instructional classrooms **Needs:** H1; H4; H5;	**Person(s) Responsible:** Administration, Technology Department	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Technology Inventory, AWARE, TTESS	**Ongoing Evaluation Method:** Walk-throughs on effective technology use	**Final Evaluation Method:** End-of-year CNA meetings with teachers, T-TESS observations
	Timeline: 7/1/2021 - 7/1/2022 (On-going)		

9	**Action:** Students will have access to the classroom sets of computers for digital learning experiences. **Needs:** H4;	**Person(s) Responsible:** Administration, Technology Department	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Lesson Plans, Computer Cart Check-out, Observations	**Ongoing Evaluation Method:** Walk-through observations	**Final Evaluation Method:** T-TESS observations, End-of-Year CNA meeting
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		

10	**Action:** MVHS teachers and students will have increased access to wireless technology and storage clouds. **Needs:** H4;	**Person(s) Responsible:** Administration, Technology Department	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Technology Inventory, G-Suite	**Ongoing Evaluation Method:** Frequent checks on department shared drives	**Final Evaluation Method:** CNA meeting
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		

11	**Action:** MVHS will continually replace and purchase new graphing calculators to address enrollment. **Needs:** E3; H5;	**Person(s) Responsible:** Administration and Technology Department	**Funding/FTEs:**
	Evidence of Implementation: Technology Inventory	**Ongoing Evaluation Method:** Walk-throughs, T-TESS observations	**Final Evaluation Method:** End-of-year CNA meetings
	Timeline: 7/1/2021 - 7/1/2022 (Annually)		

12	**Action:** Students will have access to appropriate software and ancillary equipment. **Needs:** H1; H4; H5;	**Person(s) Responsible:** Administration, Teachers, Technology Department	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Carl-Perkins Title IPartC
	Evidence of Implementation: District Scope and Sequence, RLAN Pro, Cyber	**Ongoing Evaluation Method:** Walk-throughs, T-TESS observation process	**Final Evaluation Method:** T-TESS, End-of-year CNA meetings
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		

13	**Action:** We will provide an opportunity for students to be CCMR ready by providing ACT/SAT testing, industry-based certifications, TSI testing, etc. **Needs:** A2;	**Person(s) Responsible:** Assistant Principals, Academic Dean, CTE Director, teachers	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Career & Technology Funds; Carl-Perkins Title IPartC
	Evidence of Implementation: Inventory, Certification Compliance Records	**Ongoing Evaluation Method:** The evaluation will be at semester and ongoing using certification rosters	**Final Evaluation Method:** end of year certification rosters
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		

Goal #4: Campus Safety

Objective #1: MVHS will ensure the safety and health of all staff and students by implementing and reviewing 100% of all safety guidelines throughout the academic school year.

1	**Action:** Review/enforce Student Handbook and Student Code of Conduct in each classroom. **Needs:** C3; F2; F3;	**Person(s) Responsible:** Assistant Principals, Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Referrals, Observation, Teacher Presentations	**Ongoing Evaluation Method:** Staff development meetings reviewing the updated Handbook and Student code of conduct	**Final Evaluation Method:** CNA meetings
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		

2	**Action:** Communicate the discipline management plan to the community and parents. **Needs:** F2;	**Person(s) Responsible:** Assistant Principals, Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: social media Postings, Agendas, Handbook and student code of conduct	**Ongoing Evaluation Method:** updated versions of handbook and student code of conduct on district website	**Final Evaluation Method:** CNA meetings
	Timeline: 7/1/2021 - 7/1/2022 (On-going)		

3	**Action:** Implement positive behavior incentives **Needs:** F3;	**Person(s) Responsible:** Assistant Principals, Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Exemptions, Flex Year Status, Senior Car Raffle, Incentives for Track 2 students	**Ongoing Evaluation Method:** Student surveys via google forms	**Final Evaluation Method:** CNA meetings
	Timeline: 7/1/2021 - 7/1/2022 (On-going)		

4	**Action:** MVHS will provide required character, student safety, and violence protection education (sexual harrassment, bullying..) opt out forms provided. **Needs:** B6;	**Person(s) Responsible:** Administration, Counselors, Teachers, Social Worker	**Funding/FTEs:** Local Funds; State Comp Ed Funds 1 FTEs
	Evidence of Implementation: 1st Week Lessons, materials inventory, agendas	**Ongoing Evaluation Method:** Staff development 1st-week lesson training	**Final Evaluation Method:** CNA meetings
	Timeline: 7/1/2021 - 7/1/2022 (Bi-Annually)		

5	**Action:** MVHS reviews and updates the Crisis Prevention and Management and continually tests the plan throughout the year. **Needs:** A3; A5;	**Person(s) Responsible:** Principal, Assistant Principal, Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Updated Emergency/Crisis Management Plan, Logs of safety drills, Partnership with Medina County Emergency Personnel	**Ongoing Evaluation Method:** Fire, Lockdown, inclement weather drills for campus	**Final Evaluation Method:** CNA meetings
	Timeline: 7/1/2021 - 7/1/2022 (Monthly)		

6	**Action:** MVHS will continue to monitor and update video cameras in common areas to promote a safer school environment. **Needs:** H7;	**Person(s) Responsible:** Administration, Technology Department	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Technology Inventory, Discipline Referrals, Property Loss/Damage	**Ongoing Evaluation Method:** Administrators communicate with technology on effective use of videos	**Final Evaluation Method:** CNA meetings
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		

7	**Action:** MVHS will provide opportunities for our staff and students to participate in SHAC to ensure all stakeholders can promote healthy lifestyles and a healthy learning environment. **Needs:** A5; D2;	**Person(s) Responsible:** Administrators, Staff, Nurses	**Funding/FTEs:**
	Evidence of Implementation: SHAC Meeting agendas and sign-in sheets	**Ongoing Evaluation Method:** SHAC Meeting Dates	**Final Evaluation Method:** CNA meetings
	Timeline: 10/1/2021 - 5/1/2022 (Every 9 weeks)		

8	**Action:** MVHS staff will be trained in Safety Care. **Needs:** A3; B5;	**Person(s) Responsible:** Assistant Principal, Principal, Special Education Teachers	**Funding/FTEs:** Local Funds; Special Ed Funds
	Evidence of Implementation: Decrease in PEIMS reportable offenses, Percentage of Safety Care certifications on campus	**Ongoing Evaluation Method:** PEIMS 6 week reports	**Final Evaluation Method:** Annual reports
	Timeline: 7/1/2021 - 7/1/2022 (On-going)		

9	**Action:** Consistent behavior management/intervention programs with a focus on character education (and social emotional support for our students and staff) **Needs:** A5; B2;	**Person(s) Responsible:** Administration, Counselors, Teachers	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Special Ed Funds; Title IV, Part A Funds $1,000.00
	Evidence of Implementation: Discipline/Intervention Referrals, Collaborative Wednesdays Logs, Guest Speakers/Assemblies, Think First and Stay Safe Presentation, Bullying/Dating Violence Dangers Presentation	**Ongoing Evaluation Method:** Annual staff development training for teachers	**Final Evaluation Method:** CNA Meetings
	Timeline: 9/1/2021 - 5/25/2022 (On-going)		

Goal #4: Campus Safety

Objective #2: MVHS will provide a variety of programs and activities that promote 100% school engagement by all stakeholders.

1	**Action:** Promote parent involvement in clubs, organizations, and events. **Needs:** F2; F3; [Title I Components Evaluation]	**Person(s) Responsible:** Sponsors	**Funding/FTEs:** Local Funds; Title I, Part A Funds $1,000.00; .125 FTEs
	Evidence of Implementation: Parent Participation Logs	**Ongoing Evaluation Method:** Parent surveys	**Final Evaluation Method:** CNA meetings
	Timeline: 7/1/2021 - 7/1/2022 (On-going)		
2	**Action:** Continue to the Adopt-a-Highway Community Service Project **Needs:** F3;	**Person(s) Responsible:** Sponsors	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Student/Volunteer Logs, Attendance Logs, Sponsor Reports	**Ongoing Evaluation Method:** Staff/community surveys	**Final Evaluation Method:** CNA meetings
	Timeline: 7/1/2021 - 7/1/2022 (Every 6 weeks)		
3	**Action:** Continue annual community service projects (CTE, NHS, JROTC,...) **Needs:** F3;	**Person(s) Responsible:** Sponsors	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Participation attendance logs.	**Ongoing Evaluation Method:** student/community surveys	**Final Evaluation Method:** CNA meetings
	Timeline: 7/1/2021 - 7/1/2022 (Monthly)		
4	**Action:** Continue to implement positive behavior incentives. **Needs:** A5; B2; B5;	**Person(s) Responsible:** Administration, Support Staff, Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Exemptions, Flex Year Status	**Ongoing Evaluation Method:** AWARE data from StAAR Scores	**Final Evaluation Method:** CNA meetings
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		

5	**Action:** MVHS will continue to develop the DAEP Leadership Academy. **Needs:** B2;	**Person(s) Responsible:** Administration, DAEP Teachers	**Funding/FTEs:** Local Funds; State Comp Ed Funds 3.00 FTEs
	Evidence of Implementation: Disciplinary Referrals, Daily Logs	**Ongoing Evaluation Method:** Skyward reports on discipline	**Final Evaluation Method:** Skyward reports on discipline
	Timeline: 7/1/2021 - 7/1/2022 (On-going)		

6	**Action:** Continue Community Fine Arts concerts, presentations, and productions. **Needs:** F2; F3;	**Person(s) Responsible:** Sponsors, Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Flyers and Announcements	**Ongoing Evaluation Method:** Web announcements, social media outreach	**Final Evaluation Method:** CNA meetings
	Timeline: 7/1/2021 - 7/1/2022 (On-going)		

7	**Action:** MVHS will utilize technology to increase communication avenues. **Needs:** F2;	**Person(s) Responsible:** Administration, Teachers, Technology Designee	**Funding/FTEs:**
	Evidence of Implementation: Blackboard webpages, Google, SkyWard, Social Media	**Ongoing Evaluation Method:** staff/parent/student surveys	**Final Evaluation Method:** CNA meetings
	Timeline: 7/1/2021 - 7/1/2022 (On-going)		

8	**Action:** Provide interpretive services and translated materials. **Needs:** B5;	**Person(s) Responsible:** Administration, Federal Programs Director	**Funding/FTEs:** Local Funds; Title III, Part A Funds
	Evidence of Implementation: Campus Documentation	**Ongoing Evaluation Method:** Skyward reports data, SBDM meetings	**Final Evaluation Method:** CNA meetings
	Timeline: 7/1/2021 - 7/1/2022 (On-going)		

9	**Action:** Continued participation in the Special Olympics. **Needs:** F3;	**Person(s) Responsible:** Special Education Teachers	**Funding/FTEs:** Special Ed Funds
	Evidence of Implementation: Participation Logs	**Ongoing Evaluation Method:** Maintain/update records of special olympics involvment of ALE students.	**Final Evaluation Method:** Number of participants and level of engagement in the individual events
	Timeline: 7/1/2021 - 7/1/2022 (On-going)		

10	**Action:** Consistent behavior management/intervention programs with a focus on character education. **Needs:** D5; E1;	**Person(s) Responsible:** Administration, Counselors, Teachers	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Special Ed Funds; Title IV, Part A Funds $2,000.00
	Evidence of Implementation: Discipline Referrals, Intervention Referrals, Guest Speakers, Lesson Plans.	**Ongoing Evaluation Method:** skyward discipline reports, weekly leadership meetings	**Final Evaluation Method:** CNA meeting
	Timeline: 7/1/2021 - 7/1/2022 (Daily)		

11	**Action:** MVHS will continue to partner with the community for community speakers and community activities. **Needs:** F2; F3;	**Person(s) Responsible:** Administration, Counselors, Teachers, Activity Sponsors	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Guest Speakers Approval Forms, CTE Compliance documents	**Ongoing Evaluation Method:** SBDM meetings, Advisory committee meetings	**Final Evaluation Method:** DWAC meeting
	Timeline: 7/1/2021 - 7/1/2022 (On-going)		

12	**Action:** MVHS will promote community and business partnerships/participation in clubs, advisory boards, organizations, and events. **Needs:** F2;	**Person(s) Responsible:** Administration, Activity Sponsors	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Participation logs, CTE advisory attendance	**Ongoing Evaluation Method:** Community surveys, biannual advisory meetings, SBDM meetings	**Final Evaluation Method:** SBDM meetings, CNA meetings
	Timeline: 7/1/2021 - 7/1/2022 (On-going)		

13	**Action:** Implement a program/club for new students called S2S. **Needs:** C7; F3;	**Person(s) Responsible:** Counselors, Administrators, Teachers	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Sign-in sheets, agendas	**Ongoing Evaluation Method:** Student surveys	**Final Evaluation Method:** CNA meetings
	Timeline: 7/1/2021 - 7/1/2022 (Monthly)		

14	**Action:** We created eight teacher groups at the end of the year and each group was responsible for an objective. The teachers reviewed the previous list of strength/needs and added/deleted to correlate for the current year. **Needs:** C6; D2; F2; F3; F4; G4; [Title I Components CNA, CIP]	**Person(s) Responsible:** Campus faculty, staff, parents, business, and community	**Funding/FTEs:**
	Evidence of Implementation: Agendas, invitations, survey feedback, CNA and CIP products	**Ongoing Evaluation Method:** Ongoing feedback from stakeholders	**Final Evaluation Method:** Completed CNA/CIP presented and approved by the board
	Timeline: 5/1/2021 - 7/1/2022 (Annually)		**Resources:** Time, planning, data, invitations, agendas, sign in sheets;

Funding

Bilingual/ELL		
Career & Technology Funds		
High School Allotment Funds		
Local Funds		
Carl-Perkins Title IPartC	$27,634.00	
State Comp Ed Funds	$282,520.00	9.00 FTEs
Special Ed Funds		
Title I, Part A Funds	$6,500.00	0.38 FTEs
Title I, Part C-Migrant	$500.00	
Title II, Part A Funds	$9,000.00	
Title III, Part A Funds		
Title IV, Part A Funds	$3,000.00	
Tx Educ for Children Homeless Youth	$500.00	

Title I

This Organization is consolidating the following funds: N/A

Element 1: Comprehensive Needs Assessment

Conduct a Comprehensive Needs Assessment

Goal # 4, Objective #2 , Strategy # 14: We created eight teacher groups at the end of the year and each group was responsible for an objective. The teachers reviewed the previous list of strength/needs and added/deleted to correlate for the current year.

Element 2: Schoolwide Plan

Prepare a Comprehensive Schoolwide Plan

Goal # 4, Objective #2 , Strategy # 14: We created eight teacher groups at the end of the year and each group was responsible for an objective. The teachers reviewed the previous list of strength/needs and added/deleted to correlate for the current year.

Element 3: Parent and Family Engagement

Implement programs, activities, and procedures for the involvement of parents and family members

Goal # 4, Objective # 2, Strategy # 1: Promote parent involvement in clubs, organizations, and events.

TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

#1: Recruit, support, and retain teachers and principals
#2: Build a foundation of reading and math
#3: Connect high school to career and college
#4: Improve low-performing schools

THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

#1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
#2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
#3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
#4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.
Objective #2: Students will be encouraged and challenged to meet their full educational potential.
Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration

MVISD

MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT

"Proud of our past, dedicated to the present, committed to the Future"

MEMORANDUM

To: Medina Valley ISD Board of Trustees
From: Dr. Kenneth Rohrbach, Superintendent
Re: Consider TASB recommended Local Policy Update 117 affecting CH(Local), CV(Local), and DEC(Local)
Date: October 13, 2021

TASB recommended Local Policy Update 117 had first reading at the September 20, 2021 board meeting. As was discussed at that meeting, I do not recommend adopting the recommended changes to CH (Local) or CV (Local), as I do not believe that the superintendent needs to be granted this authority. I do, however, recommend adoption of DEC (Local).

Recommendation: Adopt DEC (Local). Do not adopt changes to CH(Local) or CV(Local).

8449 FM 471 South, Castroville, TX 78009-5309 Phone (830) 931-2243 FAX (830) 931-4050

(LEGAL) vs. (LOCAL) Policies: Remember the Difference

(LEGAL) policies:

- Reflect the ever-changing legal context for governance and management of the district
- Should inform local decision making
- Should NOT be adopted, but only reviewed

(LOCAL) policies:

- Require close attention by both the administration and the board
- Must reflect the practices of the district and the intentions of the board
- May only be changed by board action (adopt, revise, or repeal)

Explanatory Notes

TASB Localized Policy Manual Update 117

Medina Valley ISD

AIC(LEGAL) ACCOUNTABILITY: INTERVENTIONS AND SANCTIONS

Administrative Code provisions amended effective January 5, 2021, address program performance regarding certain special student populations. The rules address supervision and monitoring reviews and require the commissioner to assign districts an annual determination level based on performance of the special student populations.

BBC(LEGAL) BOARD MEMBERS: VACANCIES AND REMOVAL FROM OFFICE

We have streamlined the reference to CH(LEGAL) regarding board member removal for purchasing violations.

BBD(EXHIBIT) BOARD MEMBERS: TRAINING AND ORIENTATION

As approved by the State Board of Education in November 2020, the Framework for School Board Development has been extensively revised.

BJCE(LEGAL) SUPERINTENDENT: SUSPENSION/TERMINATION DURING CONTRACT

Changes to this legally referenced policy on suspension of the superintendent without pay and termination during the contract term were prompted by Administrative Code revisions effective January 11, 2021.

C(LEGAL) BUSINESS AND SUPPORT SERVICES

The C Section table of contents has been revised to rename CHE to Vendor Disclosures and Contracts.

CBB(LEGAL) STATE AND FEDERAL REVENUE SOURCES: FEDERAL

The federal Department of Education issued correcting amendments to the Uniform Guidance for Grants and Agreements, effective February 22, 2021, resulting in a change to the provisions on cooperative purchasing in this legally referenced policy. Citations have also been updated.

CH(LEGAL) PURCHASING AND ACQUISITION

Update 117 includes a reorganization of the purchasing and facilities construction legally referenced policies in the CH and CV series.

As part of the reorganization, we have:

- Added cross-references to other pertinent policy codes to eliminate duplicated material;
- Added existing provisions on site-based purchasing;
- Reordered and adjusted provisions for clarity and to better match statutory wording;
- Moved to CHE(LEGAL) provisions on required vendor disclosures and contract provisions and lobbying restrictions; and
- Moved detailed provisions on competitive bidding to CVA(LEGAL).

Provisions on purchasing recycled products were added from new Administrative Code rules, effective July 2, 2020.

CH(LOCAL) PURCHASING AND ACQUISITION

The major winter storms earlier this year caused extensive damage to many district facilities. Based on district requests for additional flexibility in such emergency circumstances, we recommend a new provision delegating authority to the superintendent to contract for the replacement, construction, or repair of equipment or facilities in the event of a catastrophe, emergency, or natural disaster affecting the district if

Medina Valley ISD

emergency replacement, construction, or repair is necessary for the health and safety of district students and staff. The superintendent must report to the board any contracts made under the delegated authority at the next regular meeting.

The recommended text also clarifies that the delegation *does not* permit the superintendent to act under Education Code 44.031(h) to make purchases without following normal competitive purchasing requirements; the board must take action to waive any Chapter 44 provisions in accordance with law.

The recommended delegation provision is optional. Please carefully review the new text to ensure it aligns with the district's practices and contact the district's policy consultant if your district does not wish to add this provision or has other revisions.

TASB Legal Services' eSource article *Emergency Management for Texas Public Schools* provides additional information on purchasing in emergency situations.

The *Legal Issues in Update 117* memo describes common legal concerns and best practices specific to this policy topic.

CHE(LEGAL) PURCHASING AND ACQUISITION: VENDOR DISCLOSURES AND CONTRACTS

This legally referenced policy has been reorganized to focus on required vendor disclosures and contract provisions. This material has been moved from CH(LEGAL).

In addition, we have:

- Included references to other pertinent codes and deleted material duplicated at other policy codes; and
- Reordered and adjusted provisions for clarity and to better match statutory wording.

CL(LEGAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT

New Administrative Code rules, effective July 2, 2020, prompted revisions to provisions on recycling programs.

Provisions on pool sanitation and safety standards have been streamlined to refer to the relevant legal guidance.

CV(LEGAL) FACILITIES CONSTRUCTION

Update 117 includes a reorganization of the purchasing- and construction-related legally referenced policies in the CH and CV series.

As part of the reorganization, we have:

- Added cross-references to other pertinent policy codes to eliminate duplicated material; and
- Reordered and adjusted provisions for flow and to better match statutory wording.

CV(LOCAL) FACILITIES CONSTRUCTION

For ease of reference and to align with recommended changes at CH(LOCAL) on delegation to the superintendent for emergency contracting, Policy Service recommends adding a Note referring to CH(LOCAL) for those provisions.

The *Legal Issues in Update 117* memo describes common legal concerns and best practices specific to this policy topic.

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CVA(LEGAL) FACILITIES CONSTRUCTION: COMPETITIVE BIDDING

Provisions on identical, competitive bids have been moved from CH(LEGAL). In addition, a provision on making bid evaluations public has been moved to this policy from CV(LEGAL). Other revisions are to delete material duplicated at other policy codes and adjust language for clarity and to better match statutory wording.

CVB(LEGAL) FACILITIES CONSTRUCTION: COMPETITIVE SEALED PROPOSALS

A cross-reference has been added to procurement processes included at other policy codes, and duplicated material has been deleted. Other revisions are to adjust language for clarity and to better match statutory wording.

CVC(LEGAL) FACILITIES CONSTRUCTION: CONSTRUCTION MANAGER-AGENT

Additional detail has been added regarding the construction manager-agent method. A cross-reference has been added to procurement processes included at other policy codes, and duplicated material has been deleted. Other revisions are to adjust language for clarity and to better match statutory wording.

CVD(LEGAL) FACILITIES CONSTRUCTION: CONSTRUCTION MANAGER-AT-RISK

Additional detail has been added regarding the construction manager-at-risk method. A cross-reference has been added to procurement processes included at other policy codes, and duplicated material has been deleted. Other revisions are to adjust language for clarity and to better match statutory wording.

CVE(LEGAL) FACILITIES CONSTRUCTION: DESIGN-BUILD

A cross-reference has been added to procurement processes included at other policy codes, duplicated material has been deleted, and provisions have been reordered for flow. Other revisions are to adjust language for clarity and to better match statutory wording.

CVF(LEGAL) FACILITIES CONSTRUCTION: JOB ORDER CONTRACTS

A cross-reference has been added to procurement processes included at other policy codes, duplicated material has been deleted, and provisions have been reordered for flow. Other revisions are to adjust language for clarity and to better match statutory wording.

DEC(LOCAL) COMPENSATION AND BENEFITS: LEAVES AND ABSENCES

The events of the past year have highlighted the need for additional flexibility regarding administration of leave. TASB Policy, Legal, and HR Services collaborated on the recommended revisions to this policy, which remove administrative details not required to be in board policy and that may be more appropriately addressed elsewhere, such as in the employee handbook.

To support the removal of these administrative details, a new paragraph directs the superintendent to develop administrative regulations to implement the policy. [Remember that BJA(LOCAL) permits the superintendent to delegate this responsibility as appropriate.] In addition, TASB HR Services has:

- Created a corresponding Framework for Developing Leaves and Absences Procedures, with prompts and placeholders for administrative decisions; and
- Revised the 2021–22 *Model Employee Handbook* to address administrative provisions removed from the policy.

Other changes include:

- Adding a definition of *school year* that aligns with terminology in the TASB sample contracts and that provides context for references to the term elsewhere in the policy.

Medina Valley ISD

- Relocating provisions on concurrent use of leave and compensatory time to the sections addressing temporary disability leave and family and medical leave.
- Streamlining of family and medical leave provisions to eliminate information not necessary in board-adopted policy.
- Adding a clear statement to reflect that the district does not permit paid leave offset in conjunction with workers' compensation benefits.
- Revising terminology from *reimbursement* to *payment* for unused leave to reflect that employees are receiving payment for days of accumulated leave upon separation from employment.

New recommended provisions on state personal leave clarify that the district will also consider how the duration of the requested absence affects the educational program and district operations.

The *Legal Issues in Update 117* memo describes common legal concerns and best practices specific to this policy topic.

Please note: For clarity and consistency with policy style, the district's locally developed text has been lightly edited and reorganized. As noted, some of the district's unique text that is administrative in nature is recommended for deletion. Other revisions to your unique text include deleting the text regarding which days an employee cannot take leave for discretionary purposes since a supervisor will consider the effect of the employee's absence on the educational program or district operations.

EHAA(LEGAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)

New Administrative Code rules address the requirement for districts to provide instruction in positive character traits, which can be met through a stand-alone course or by integrating the TEKS into other courses. The rules address the frequency of instruction by grade bands and are effective for the 2021–22 school year.

EHBA(LEGAL) SPECIAL PROGRAMS: SPECIAL EDUCATION

Revised Administrative Code rules, effective March 14, 2021, address various special education provisions and:

- Provide more detail on instructional arrangements;
- Include a definition of *regular school day* for the purpose of determining the instructional arrangement; and
- Update citations to funding statutes.

EHBAA(LEGAL) SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY

Provisions on a district's obligation to refer for evaluation and the definition of a *child with a disability* have been updated based on revised Administrative Code rules, effective March 14, 2021. Other changes are to better reflect statute.

EHBAB(LEGAL) SPECIAL EDUCATION: ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM

As a result of revised Administrative Code rules effective March 14, 2021, we have updated text regarding establishment of the admission, review, and dismissal (ARD) committee and added a provision addressing a district's overall responsibility for all of the functions of the IEP team and ARD committee. Citations have also been updated.

Medina Valley ISD

EHBAC(LEGAL) SPECIAL EDUCATION: STUDENTS IN NONDISTRICT PLACEMENT

From revised Administrative Code rules effective March 14, 2021, we have added a provision requiring the district to notify TEA within 30 calendar days of an ARD committee's decision to place a student in a residential education program.

EHBAD(LEGAL) SPECIAL EDUCATION: TRANSITION SERVICES

Revised Administrative Code rules, effective March 14, 2021, prompted a revision to the graduation provisions and updates to cites throughout this legally referenced policy.

EHBC(LEGAL) SPECIAL PROGRAMS: COMPENSATORY/ACCELERATED SERVICES

Revisions regarding approval of an optional flexible school day program are from revised Administrative Code rules, effective December 6, 2020.

EIF(LEGAL) ACADEMIC ACHIEVEMENT: GRADUATION

Details have been added on the graduation of students receiving special education services who entered grade nine after the 2014–15 school year. The changes come from revised Administrative Code rules effective March 14, 2021.

In addition, we have replaced detailed provisions on graduation of students receiving special education services who entered grade nine before the 2014–15 school year with a reference to the relevant Administrative Code provision. Citations have been updated throughout.

EKB(LEGAL) TESTING PROGRAMS: STATE ASSESSMENT

In accordance with House Bill 3906 (86th Legislative Session) and effective September 1, 2021, the reference to the separate writing assessment in grades 4 and 7 has been removed.

EL(LEGAL) CAMPUS OR PROGRAM CHARTERS

We have added provisions that a district is entitled to additional state aid if the district was under contract during the 2017–18 school year or is under renewal of such a contract to jointly operate a campus or campus program under Education Code 11.157 (Contracts for Educational Services). Details may be found in revised Administrative Code rules, effective March 30, 2021.

FFAC(LEGAL) WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

New Administrative Code rules, effective February 18, 2021, address maintenance and administration of unassigned asthma medication for districts that choose to implement such a program. Contact your policy consultant if your district has a program but lacks local policy provisions.

See FFAC in the *TASB Regulations Resource Manual*.

(LOCAL) Policy Comparison Packet

This packet is generated by an automated process that compares the updated policy to the district's current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; omitted in Word)

Annotations are shown as follows.

- *Deletions* are shown in a red strike-through font: ~~deleted text~~.
- *Additions* are shown in a blue, bold font: **new text**.
- Blocks of text that have been *moved* without alteration are shown in green, with double underline and double strike-through formatting to distinguish the text's destination from its origin: ~~moved text~~ becomes moved text.
- *Revision bars* appear in the right margin, as above.

Note: While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes makes formatting changes appear tracked, even though the text remains the same.

For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

Contact:

School Districts and Education Service Centers	**Community Colleges**
policy.service@tasb.org	colleges@tasb.org
800.580.7529 512.467.0222	800.580.1488 512.467.3689

Purchasing Authority

The Board delegates to the Superintendent the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs $50,000~~$50,000~~ or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.

Exception for Emergency Contracts

In the event of a catastrophe, emergency, or natural disaster affecting the District, the Board delegates to the Superintendent the authority to contract for the replacement, construction, or repair of school equipment or facilities in accordance with law, if emergency replacement, construction, or repair is necessary for the health and safety of District students and staff. The Superintendent shall report to the Board at the next regular meeting any contract made under this authority. [See Disaster Exception, CH(LEGAL)]

The delegation regarding emergency contracts does not waive competitive purchasing requirements under Education Code Chapter 44. Only the Board is authorized to waive competitive purchasing requirements under limited circumstances in accordance with Education Code 44.031(h). [See Emergency Damage or Destruction, CH(LEGAL)]

Purchasing Procedures

The Superintendent shall develop purchasing procedures to implement the requirements of state and federal law. [See also CB, CBB, CH(LEGAL), and COA]

Purchasing Method

The Board delegates to the Superintendent the authority to determine the method of purchasing in accordance with CH(LEGAL) or CBB(LEGAL), as appropriate.

Competitive Bidding

If competitive bidding is chosen as the purchasing method, the Superintendent shall prepare bid specifications. All bids shall be in accordance with administrative regulations, and the submission of any electronic bids shall also be in accordance with Board-adopted rules. All bidders shall be invited to attend the bid opening. Any bid may be withdrawn prior to the scheduled time for opening. Bids received after the specified time shall not be considered.

The District may reject any and all bids in accordance with state or federal law, as applicable.

Competitive Sealed Proposals

If competitive sealed proposals are chosen as the purchasing method, the Superintendent shall prepare the request for proposals and/or specifications for items to be purchased. All proposals shall be in accordance with administrative regulations, and the submission of any electronic proposals shall also be in accordance with Board-adopted rules. Proposals received after the specified time shall not be considered. Proposals shall be opened at the time

specified, and all proposers shall be invited to attend the proposal opening. Proposals may be withdrawn prior to the scheduled time of opening. Changes in the content of a proposal, and in prices, may be negotiated after proposals are opened.

The District may reject any and all proposals in accordance with state or federal law, as applicable.

Electronic Bids or Proposals

Bids or proposals that the District has chosen to accept through electronic transmission shall be administered in accordance with Board-adopted rules. Such rules shall safeguard the integrity of the competitive procurement process; ensure the identification, security, and confidentiality of electronic bids or proposals; and ensure that the electronic bids or proposals remain effectively unopened until the proper time.

Responsibility for Debts

The Board shall assume responsibility for debts incurred in the name of the District so long as those debts are for purchases made in accordance with the adopted budget, state law, Board policy, and the District's purchasing procedures. [See CE] The Board shall not be responsible for debts incurred by persons or organizations not directly under Board control. Persons making unauthorized purchases shall assume full responsibility for all such debts.

Purchase Commitments

All purchase commitments shall be made by the Superintendent in accordance with administrative procedures, including the District's purchasing procedures.

Personal Purchases

District employees shall not be permitted to make purchases for personal use through the District's business office.

Compliance with Law

The Superintendent shall establish procedures that ensure that all school facilities within the District comply with applicable laws and local building codes.

Construction Contracts

Prior to advertising, the Board shall determine the project delivery/contract award method to be used for each construction contract valued at or above $50,000. To assist the Board, the Superintendent shall recommend the project delivery/contract award method that he or she determines provides the best value to the District. [See CV series generally and CBB(LEGAL) for requirements if federal funds are involved.]

For construction contracts valued at or above $50,000~~$50,000~~, the Superintendent shall also submit the resulting contract to the Board for approval. Lesser expenditures for construction and construction-related materials or services shall be at the discretion of the Superintendent and consistent with law and policy. [See also CH and CBB(LEGAL)]

Note: For provisions regarding delegation of authority for construction contracts in the event of a catastrophe, emergency, or natural disaster affecting the District, see CH(LOCAL).

Change Orders

Change orders permitted by law shall be approved by the Board or its designee prior to any changes being made in the approved plans or the actual construction of the facility.

Project Administration

All construction projects shall be administered by the Superintendent or designee.

The Superintendent shall keep the Board informed concerning construction projects and also shall provide information to the general public.

Final Payment

The District shall not make final payments for construction or the supervision of construction until the work has been completed and the Board has accepted the work.

Leave Administration

The Superintendent shall develop administrative regulations addressing employee leaves and absences to implement the provisions of this policy.

Definitions

The term "immediate family" is defined as:

Immediate Family

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis*.
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling, and sibling-in-law.
5. Grandparent and grandchild.
6. Any person residing in the employee's household at the time of illness or death.

For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son or daughter, and next of kin are found in DECA(LEGAL).

Family Emergency

The term "family emergency" shall be limited to disasters and life-threatening situations involving the employee or a member of the employee's immediate family.

Leave Day

A "leave day" for purposes of earning, using~~use~~, or recording ~~of~~ leave shall mean the number of hours per day equivalent to the employee's usual assignment, whether full-time or part-time.

School Year

A "school year" for purposes of earning, using, or recording leave shall mean the term of the employee's annual employment as set by the District for the employee's usual assignment, whether full-time or part-time.

Catastrophic Illness or Injury

A catastrophic illness or injury is a severe condition or combination of conditions affecting the mental or physical health of the employee or a member of the employee's immediate family that requires the services of a licensed practitioner for a prolonged period of time and that forces the employee to exhaust all leave time earned by that employee and to lose compensation from the District. Such conditions typically require prolonged hospitalization or recovery or are expected to result in disability or death. Conditions relating to pregnancy or childbirth shall be considered catastrophic if they meet the requirements of this paragraph.

Note: For District contribution to employee insurance during leave, see CRD(LOCAL).

Availability

The District shall make state personal leave and local leave for the current year available for use at the beginning of the school year.

State~~Earning Local~~ Leave

~~An employee shall not earn any local leave when he or she is in unpaid status. An employee using full or proportionate paid leave shall be considered to be in paid status.~~

~~Deductions~~

~~Leave Without Pay~~

~~The District shall not approve paid leave for more leave days than have been accumulated in prior years plus leave currently available. Any unapproved absences or absences beyond accumulated and available paid leave shall result in deductions from the employee's pay.~~

~~Leave~~ Proration

~~*Employed for Less Than Full Year*~~

If an employee separates from employment with the District before his or her last duty day of the school year~~,~~ or begins employment after the first duty day of the school year, state personal leave ~~and local leave~~ shall be prorated based on the actual time employed.

If an employee separates from employment before the last duty day of the school year, the employee's final paycheck shall be reduced for state personal leave the employee used beyond his or her pro rata entitlement for the school year.~~:~~

~~1. State personal leave the employee used beyond his or her pro rata entitlement for the school year; and~~

~~2. Local leave the employee used but had not earned as of the date of separation.~~

~~*Employed for Full Year*~~

~~If an employee uses more local leave than he or she earned and remains employed with the District through his or her last duty day, the District shall deduct the cost of the excess leave days from the employee's pay in accordance with administrative regulations.~~

~~Recording~~

~~Leave shall be recorded as follows:~~

~~1. Leave shall be recorded in half-day increments for all employees.~~

~~2. If the employee is taking intermittent FMLA leave, leave shall be recorded in one-hour increments.~~

~~Order of Use~~

~~Earned compensatory time shall be used before any available paid state and local leave. [See DEAB]~~

~~Unless an employee requests a different order, available paid state and local leave shall be used in the following order, as applicable:~~

~~1. Local leave.~~

~~2. State sick leave accumulated before the 1995–96 school year.~~

~~3. State personal leave.~~

~~Use of sick leave bank days shall be permitted only after all available state and local leave has been exhausted.~~

~~Concurrent Use of Leave~~

~~When an absent employee is eligible for FMLA leave, the District shall designate the absence as FMLA leave.~~

~~The District shall require the employee to use temporary disability leave and paid leave, including compensatory time, concurrently with FMLA leave.~~

~~An employee receiving workers' compensation income benefits may be eligible for paid or unpaid leave. An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.~~

Medical Certification

An employee shall submit medical certification of the need for leave if:

1. The employee is absent more than three consecutive workdays because of personal illness or illness in the immediate family;

2. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent; or

~~3.~~ The employee requests FMLA leave for the employee's serious health condition; a serious health condition ~~or that~~ of the employee's ~~a~~ spouse, parent, or child; or

~~4.~~3. ~~The employee requests FMLA leave~~ for military caregiver leave ~~purposes~~.

In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]

~~***Note:*** For District contribution to employee insurance during leave, see CRD(LOCAL).~~

State Personal Leave

The Board requires employees to differentiate the manner in which state personal leave is used. ~~:~~

Nondiscretionary ~~Non-Discretionary~~ Use

~~1.~~4. Nondiscretionary~~Non-discretionary~~ use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)]

Nondiscretionary~~Non-discretionary~~ use includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement.

Discretionary Use

~~2.~~5. Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.

~~*Limitations*~~

Request for Leave

In deciding whether to approve or deny a~~The employee shall submit a written~~ request for discretionary use of state personal leave, ~~to~~ the ~~immediate~~ supervisor ~~or designee in advance in accordance with administrative regulations. In deciding whether to approve or deny state personal leave, the supervisor or designee~~ shall not seek or consider the reasons for which an employee requests to use leave. The supervisor ~~or designee~~ shall, however, consider the duration of the requested absence in conjunction with the effect of the employee's absence on the educational program and~~or~~ District operations, as well as the availability of substitutes.

~~Duration of Leave~~

Discretionary use of state personal leave shall not exceed three consecutive workdays~~, except in extenuating circumstances as determined by the Superintendent~~.

~~Schedule Limitations~~

~~For appropriate instructional staff, discretionary use of leave shall not be allowed on the day before or after a school holiday, days scheduled for end-of-semester or end-of-year examinations, days scheduled for applicable state-mandated assessments, or professional or staff development days.~~

Local Leave

Each employee shall earn five, six, or~~Employees in positions normally requiring ten months of service shall earn five paid local leave days per school year in accordance with administrative regulations.~~

~~Employees in positions normally requiring 11 months of service shall earn six paid local leave days per school year in accordance with administrative regulations.~~

~~Employees in positions normally requiring 12 months of service shall earn~~ seven paid local leave days per school year in accordance with administrative regulations.

Local leave shall accumulate without limit.

Local leave shall be used according to the terms and conditions of state personal leave. [See State Personal Leave~~STATE PERSONAL LEAVE~~, above]

Sick Leave Bank

The District shall establish a sick leave bank that employees may join through contribution of local leave.

Leave contributed to the bank shall be solely for the use of participating employees. An employee who is a member of the bank may request leave from the bank if the employee experiences a catastrophic illness or injury and has exhausted all paid leave and any applicable compensatory time.

~~If the employee is unable to request leave from the sick leave bank, a member of the employee's family or the employee's supervisor may submit the request.~~

The Superintendent~~ or designee~~ shall develop regulations for the operation of the sick leave bank that address the following:

1. Membership in the sick leave bank, including the number of days an employee must contribute to become a member;
2. Procedures to request leave from the sick leave bank;
3. The maximum number of days per school year a member employee may receive from the sick leave bank;
4. The committee or administrator authorized to consider requests for leave from the sick leave bank and criteria for granting requests; and
5. Other procedures deemed necessary for the operation of the sick leave bank.

Appeal

An employee may appeal a decision~~All decisions~~ regarding the sick leave bank ~~may be appealed~~ in accordance with DGBA(LOCAL), beginning with the Superintendent or appropriate administrator~~designee~~.

Family and Medical Leave

FMLA leave shall run concurrently with applicable paid leave and compensatory time, as applicable.

Note: See DECA(LEGAL) for provisions addressing FMLA.

Twelve-Month Period

For purposes of an employee's entitlement to FMLA leave, the 12-month period shall begin on the first duty day of the school year.

Combined Leave for Spouses	When~~If~~ both spouses are employed by the District, the District shall limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined total of 12 weeks. The District shall limit military caregiver leave to a combined total of 26 weeks. ~~[See DECA(LEGAL)]~~
Intermittent or Reduced Schedule Leave	The District shall not permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee. ~~[See DECA(LEGAL) for use of intermittent or reduced schedule leave due to a medical necessity.]~~
Certification of Leave	When~~If~~ an employee requests leave, the employee shall provide certification, in accordance with~~as required by~~ FMLA regulations, of the need for leave. ~~[See DECA(LEGAL)]~~
Fitness-for-Duty Certification	In accordance with administrative regulations, when~~If~~ an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification. ~~If the District will require certification of the employee's ability to perform essential job functions, the District shall provide a list of essential job functions to the employee with the FMLA designation notice.~~
Leave at the End of Semester~~ Leave~~	When~~If~~ a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester. ~~[See DECA(LEGAL), LEAVE AT THE END OF A SEMESTER]~~
~~Failure to Return~~	~~If, at the expiration of FMLA leave, the employee is able to return to work but chooses not to do so, the District may require reimbursement of premiums paid by the District during the leave. [See DECA(LEGAL), RECOVERY OF BENEFIT COST]~~
Temporary Disability Leave	Any full-time employee whose position requires educator certification by the State Board for Educator Certification or by the District shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.] An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent ~~or designee~~ as a request for temporary disability leave. The District shall require the employee to use temporary disability leave and paid leave, including any compensatory time, concurrently with FMLA leave.

Workers' Compensation

Note: Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance. ~~[See CRD(LOCAL) regarding payment of insurance contribution during employee absences.]~~

An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

No Paid Leave Offset

The District shall not permit the option~~An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.~~

~~An employee eligible~~ for paid leave offset in conjunction with workers' compensation income benefits. [See CRE]~~, and not on assault leave, may elect in writing to use paid leave.~~

Court Appearances

Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance.

Payment~~Reimbursement~~ for Accumulated Leave Upon Separation

The following leave provisions shall apply to local leave accumulated~~earned~~ beginning on the original effective date of this program.

An employee who separates from employment with the District shall be eligible for payment~~reimbursement~~ for accumulated local leave under the following conditions:

1. The employee's separation from employment is voluntary, i.e., the employee is retiring or resigning and is not being discharged or nonrenewed.
2. The employee provides advance written notice of intent to separate from employment. Contract employees must provide written notice at least 90 days before the last day of employment. Noncontract~~Non-contract~~ employees must provide written notice at least two weeks before the last day of employment.
3. The employee has at least ten years of service with the District.
4. The employee has at least 15 days of available local leave.

The employee shall receive payment~~be reimbursed~~ for each day of accumulated local leave, to a maximum of $5,000~~, at a rate estab-~~

~~lished by the Board~~. If the employee is reemployed with the District, days for which the employee received payment shall not be available to that employee.

The rate established by the Board shall be in effect until the Board adopts a new rate. Any changes to the rate shall apply beginning with the school year following the adoption of the rate change.

MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

RESOLUTION TO PURCHASE REAL PROPERTY

WHEREAS, pursuant to Section 11.151 of the Texas Education Code, the Board of Trustees of the Medina Valley Independent School District (the "District") is authorized to acquire and hold real and personal property;

WHEREAS, on August 2nd, 2021, the District's Board of Trustees (the "Board"), by formal Resolution, authorized: (a) the acquisition of an approximately 29.938 acre tract of undeveloped real property generally located on the northwest corner of FM 471 North and CR 4714 in Medina County, Texas, out of the M.L. Torres Survey No. 39, Abstract 943, said property being given property ID No. 8812 (the "Newman Property") as being necessary to meet the present and future educational needs of the students residing in the District; (b) the Superintendent to enter into an Earnest Money Contract for the Sale/Purchase of Undeveloped Real Property and Corresponding Water Rights for the acquisition of the Newman Property (the "Earnest Money Contract"); (c) the District's tender of the Earnest Money required under the Earnest Money Contract; (d) the District to conduct the necessary due diligence investigations in connection with the purchase of the Newman Property; and (e) the District to take such other reasonable and necessary action to effectuate the District's ultimate purchase of the Newman Property;

WHEREAS, the Board, in its Resolution, required that the Earnest Money Contract be brought back to the Board for final approval of the purchase of the Newman Property, funding of the Newman Property's agreed purchase price and delegation of signatory authority;

WHEREAS, the Earnest Money Contract was expressly made contingent upon the Board's final approval of purchase of the Property after completion of the District's due diligence; and

WHEREAS, the District, having duly performed the tasks it was authorized to perform, now presents the Newman Property and Contract to the Board for ultimate approval.

NOW THEREFORE, BE IT RESOLVED:

1. That the findings and recitals in the preamble of this Resolution are hereby found to be true and correct and are hereby approved and adopted.

2. That the Board of Trustees of the Medina Valley Independent School District hereby formally approves the purchase of the Newman Property from Mark S. Newman (the "Seller") as more particularly described in the preliminary survey and field notes attached hereto as **Exhibit A** and incorporated herein by reference, and authorizes the Superintendent to act on behalf of the Board to close on the transaction and to tender the agreed Purchase Price and all closing and other costs required under the Contract to the title company for the acquisition of the Newman Property, and to execute such other and further documents as may be necessary or desirable to effect the District's purchase of the Newman Property.

3. That it is hereby found, determined and declared that sufficient written notice of the date, time, place and subject of the meeting of the Board of Trustees of the Medina Valley Independent School District, at which this Resolution was adopted, was posted at a place convenient and readily accessible at all times to the general public for the time required by law preceding this meeting as required by Chapter 551 of the Texas Government Code, and that this meeting has been open to the public as required by law at all times during which this Resolution and the subject matter thereof has been discussed, considered and formally acted upon. The

Board of Trustees further ratifies, approves and confirms such written notice and posting thereof.

FINALLY PASSED AND ADOPTED this _____ day of October, 2021.

By: _____
Mario De Leon, Board President

ATTEST:

By: _____
Jennilea Campbell, Secretary

Certificate for Resolution

I hereby certify that the foregoing resolution was presented to the Board of Trustees of the Medina Valley Independent School District during a regularly scheduled meeting on October _____, 2021. A quorum of the Board of Trustees being then present, it was then duly moved and seconded that the resolution be adopted, and such resolution was then adopted according to the following vote:

Ayes: ___
Noes: ___
Abstentions: ___

To certify which, witness my hand this _____ day of October, 2021.

By: _____
Mario De Leon, Board President

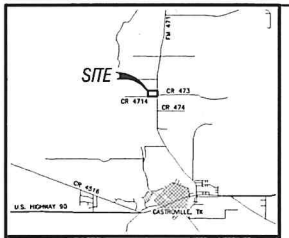
THE STATE OF TEXAS §
§ **ACKNOWLEDGMENT**
COUNTY OF BEXAR §

BEFORE ME, a Notary Public, on this day personally appeared Mario De Leon, known to me to be the person whose name is subscribed to the foregoing instrument, and having been sworn, upon his oath stated that he is the President of the Board of Trustees of the Medina Valley Independent School District, that he was authorized to execute such instrument pursuant to Resolution of the Board of Trustees adopted on August 2, 2021, and that said instrument is executed as the free and voluntary act and deed of such governmental unit for the purposes expressed therein.

GIVEN UNDER MY HAND AND SEAL OF OFFICE on this the _____ day of October, 2021.

_____
Notary Public, State of Texas

EXHIBIT A
DESCRIPTION OF THE PROPERTY



LOCATION MAP

NOT TO SCALE

SCALE: 1"=100'

0 100 200

LEGEND:

FIR ●	FOUND 1/2" IRON ROD
O.P.R.M.C.T.	OFFICIAL PUBLIC RECORDS OF MEDINA COUNTY TEXAS
⊸	SIGN
OHU	OVERHEAD UTILITIES
UP ⌀	UTILITY POLE
( )	PER RECORDED DEED

THE MATHIAS JOHN LEIF JR. MANAGEMENT TRUST – 1997
9.995 ACRE TRACT
GENERAL WARRANTY DEED
VOLUME 729, PAGE 827
O.P.R.M.C.T.

FOUND 5/8" IRON ROD

S89°29'39"E 1,484.85'
(S89°26'07"E 1,485.00')

POINT OF BEGINNING
FOUND 5/8" IRON ROD

S00°18'58"W 682.00'
(S00°22'40"W 681.91')

YANCEY WATER SUPPLY CORP.
APPROXIMATE LOCATION OF
15' WIDE WATER LINE EASEMENT
VOLUME 348, PAGE 1049
O.P.R.M.C.T

N00°24'27"E 891.47'
(N00°27'20"E 891.61')

29.938 ACRE TRACT
(1,304,080.98 SQUARE FEET)

MARK S. NEWMAN
29.938 ACRE TRACT
GENERAL WARRANTY DEED
DOCUMENT NUMBER 2017003114
O.P.R.M.C.T.

ZONE X

ZONE X

MARIA LUCIA TORRES
SURVEY NO. 39
ABSTRACT NO. 943

APPROXIMATE LIMITS OF ZONE X
(0.2% ANNUAL CHANCE FLOOD HAZARD,
AREAS OF 1% ANNUAL CHANCE FLOOD
WITH AVERAGE DEPTH LESS THAN ONE
FOOT OR WITH DRAINAGE AREAS OF
LESS THAN ONE SQUARE MILE)
FIRM NO. 48325C0375D
MAY 15, 2020

DUANE BOYLE, FRANCES BOYLE
AND DAVID BOYLE
94.65 ACRE TRACT
SPECIAL WARRANTY DEED
VOLUME 652, PAGE 790
O.P.R.M.C.T.

TELEPHONE PEDESTAL

S00°34'58"W 134.02'
(S00°38'40"W 134.00')

TELEPHONE PEDESTAL

CONCRETE COMMUNICATIONS BOX

S45°06'01"W 71.43'
(S45°07'02"W 71.35')

TELEPHONE PEDESTAL
DEAD END SIGN

FOUND 1/2" IRON ROD WITH A BROKEN
YELLOW PLASTIC CAP (DISTURBED)

(S89°34'21"W 1,435.48')
S89°31'26"W 1,435.48'

COUNTY ROAD 4714
(VARIABLE WIDTH RIGHT-OF-WAY)

30 MPH SPEED
LIMIT SIGN

FARM TO MARKET HIGHWAY 471
(80' WIDE RIGHT-OF-WAY)

DUANE BOYLE AND DAVID BOYLE
108 ACRE TRACT
(DESIGNATED AS TRACT II)
VOLUME 652, PAGE 7947
O.P.R.M.C.T.

TITLE COMMITMENT

THIS SURVEY WAS PREPARED IN CONJUNCTION WITH THE OWNER'S POLICY OF TITLE INSURANCE PREPARED BY STEWART TITLE GUARANTY COMPANY, FILE NO.: 1411718, EFFECTIVE DATE: SEPTEMBER 12, 2021, ISSUED: SEPTEMBER 23, 2021, AND IS SUBJECT ONLY TO THE STATEMENT OF FACTS CONTAINED THEREIN AND RELISTED BELOW:

RESTRICTIVE COVENANTS:
THOSE RECORDED IN INSTRUMENT NO. 2017003114 IN THE OFFICIAL PUBLIC RECORDS OF MEDINA COUNTY, TEXAS; BUT OMITTING ANY COVENANTS, CONDITION, OR RESTRICTION, IF ANY, BASED ON RACE, COLOR, RELIGION, SEX, HANDICAP, FAMILIAL STATUS OR NATIONAL ORIGIN OR (B) RELATES TO HANDICAP, BUT DOES NOT DISCRIMINATE AGAINST HANDICAPPED PERSONS.

SCHEDULE "B"

10. THE FOLLOWING MATTERS AND ALL TERMS OF THE DOCUMENTS CREATING OR OFFERING EVIDENCE OF THE MATTERS (WE MUST INSERT MATTERS OR DELETE THIS EXCEPTION):

a) RIGHTS OF PARTIES IN POSSESSION. (OWNER TITLE POLICY ONLY) (SURVEYOR'S NOTE: NOT A SURVEY ITEM.)

b) RIGHT-OF-WAY EASEMENT GRANTED TO YANCEY WATER SUPPLY CORPORATION BY INSTRUMENT OF RECORD IN VOLUME 348, PAGE 1049 OF THE OFFICIAL PUBLIC RECORDS OF MEDINA COUNTY, TEXAS. (SURVEYOR'S NOTE: SHOWN ON SURVEY.)

c) RESERVATION OF 49% OF THE OIL, GAS AND OTHER MINERALS IN AND UNDER THE HEREIN DESCRIBED PROPERTY RESERVED BY JOAN M. CRIDER AND BARBARA J. STODDARD IN INSTRUMENT DATED APRIL 28, 2017, RECORDED IN INSTRUMENT NO. 2017003114 IN THE OFFICIAL PUBLIC RECORDS OF MEDINA COUNTY, TEXAS. TITLE TO SAID INTEREST HAS NOT BEEN EXAMINED SUBSEQUENT TO DATE OF THE AFORESAID INSTRUMENT. (SURVEYOR'S NOTE: NOT A SURVEY ITEM.)

d) ALL LEASES, GRANTS, EXCEPTIONS OR RESERVATIONS OF COAL, LIGNITE, OIL, GAS AND OTHER MINERALS, TOGETHER WITH ALL RIGHTS, PRIVILEGES, AND IMMUNITIES RELATING THERETO, APPEARING IN THE PUBLIC RECORDS WHETHER LISTED IN SCHEDULE B OR NOT. THERE MAY BE LEASES, GRANTS, EXCEPTIONS OR RESERVATIONS OF MINERAL INTEREST THAT ARE NOT LISTED. (SURVEYOR'S NOTE: NOT A SURVEY ITEM.)

FIELD NOTES FOR A TRACT OF LAND
CONTAINING 29.938 ACRES (1,304,080.98 SQUARE FEET)

A 29.938 ACRE (1,304,080.98 SQUARE FEET) TRACT OF LAND SITUATED IN THE MARIA LUCIA TORRES SURVEY NO. 39, ABSTRACT 943, MEDINA COUNTY, TEXAS, BEING ALL OF A 29.938 ACRE TRACT AS CONVEYED TO MARK S. NEWMAN BY GENERAL WARRANTY DEED AS RECORDED IN DOCUMENT NUMBER 2017003114 OF THE OFFICIAL PUBLIC RECORDS OF MEDINA COUNTY, TEXAS, SAID 29.938 ACRE (1,304,080.98 SQUARE FEET) TRACT OF LAND BEING MORE PARTICULARLY DESCRIBED AS FOLLOWS:

BEGINNING AT A FOUND 5/8" IRON ROD ON THE WEST RIGHT OF WAY LINE OF FARM TO MARKET HIGHWAY 471, AN 80-FOOT WIDE RIGHT OF WAY, BEING THE SOUTHEAST CORNER OF A 9.996 ACRE TRACT AS CONVEYED TO THE MATHIAS JOHN LEIF JR. MANAGEMENT TRUST – 1997 BY GENERAL WARRANTY DEED AS RECORDED IN VOLUME 729, PAGE 827, OF THE OFFICIAL PUBLIC RECORDS OF MEDINA COUNTY, TEXAS, AND BEING BOTH THE NORTHEAST CORNER OF SAID 29.938 ACRE TRACT AND OF THE HEREIN DESCRIBED TRACT;

THENCE, WITH THE WEST RIGHT OF WAY LINE OF SAID FARM TO MARKET HIGHWAY 471, BEING THE EAST BOUNDARY OF SAID 29.938 ACRE TRACT, THE FOLLOWING TWO (2) COURSES:

SOUTH 00 DEGREES 18 MINUTES 58 SECONDS WEST, A DISTANCE OF 682.00 FEET TO A SET 1/2" IRON ROD WITH AN ORANGE PLASTIC CAP STAMPED "MTR ENG", BEING AN ANGLE POINT IN HEREIN DESCRIBED TRACT;

SOUTH 00 DEGREES 34 MINUTES 58 SECONDS WEST, A DISTANCE OF 134.02 FEET TO A FOUND 1/2" IRON ROD, BEING THE NORTH CUTBACK CORNER AT THE NORTHWEST INTERSECTION OF SAID FARM TO MARKET HIGHWAY 471 AND COUNTY ROAD 4714, A VARIABLE WIDTH RIGHT OF WAY, AND BEING AN ANGLE POINT IN THE HEREIN DESCRIBED TRACT;

THENCE, WITH THE NORTHWEST CUTBACK LINE OF SAID FARM TO MARKET HIGHWAY 471 AND COUNTY ROAD 4714, BEING THE SOUTHEAST BOUNDARY OF SAID 29.938 ACRE TRACT, SOUTH 45 DEGREES 06 MINUTES 01 SECONDS WEST, A DISTANCE OF 71.43 FEET TO A FOUND 1/2" IRON ROD, BEING THE SOUTH CUTBACK CORNER AT THE NORTHWEST INTERSECTION OF SAID FARM TO MARKET HIGHWAY 471 AND COUNTY ROAD 4714, AND BEING AN ANGLE POINT IN THE HEREIN DESCRIBED TRACT;

THENCE, WITH THE NORTH RIGHT OF WAY LINE OF SAID COUNTY ROAD 4714, BEING THE SOUTH BOUNDARY OF SAID 29.938 ACRE TRACT, SOUTH 89 DEGREES 31 MINUTES 26 SECONDS WEST, A DISTANCE OF 1,435.46 FEET TO A FOUND 1/2" IRON ROD WITH A BROKEN YELLOW PLASTIC CAP (DISTURBED), BEING THE SOUTHEAST CORNER OF A 94.65 ACRE TRACT AS CONVEYED TO DUANE BOYLE, FRANCES BOYLE AND DAVID BOYLE BY SPECIAL WARRANTY DEED AS RECORDED IN VOLUME 652, PAGE 790, OF THE OFFICIAL PUBLIC RECORDS OF MEDINA COUNTY, TEXAS, AND BEING BOTH THE SOUTHWEST CORNER OF SAID 29.938 ACRE TRACT AND OF THE HEREIN DESCRIBED TRACT;

THENCE, LEAVING THE NORTH RIGHT OF WAY LINE OF SAID COUNTY ROAD 4714, WITH THE EAST BOUNDARY OF SAID 94.65 ACRE TRACT, BEING THE WEST BOUNDARY OF SAID 29.938 ACRE TRACT, NORTH 00 DEGREES 24 MINUTES 27 SECONDS EAST, A DISTANCE OF 891.47 FEET TO A FOUND 5/8" IRON ROD, BEING THE SOUTHWEST CORNER OF SAID 9.995 ACRE TRACT, AND BEING BOTH THE NORTHWEST CORNER OF SAID 29.938 ACRE TRACT AND OF THE HEREIN DESCRIBED TRACT;

THENCE, LEAVING THE EAST BOUNDARY OF SAID 94.65 ACRE TRACT, WITH THE SOUTH BOUNDARY OF SAID 9.995 ACRE TRACT, BEING THE NORTH BOUNDARY OF SAID 29.938 ACRE TRACT, SOUTH 89 DEGREES 29 MINUTES 39 SECONDS EAST, A DISTANCE OF 1,484.85 FEET TO THE POINT OF BEGINNING, CONTAINING 29.938 ACRE (1,304,080.98 SQUARE FEET) OF LAND.

GENERAL NOTES:

1) BASIS OF BEARINGS WAS ESTABLISHED FROM THE STATE PLANE COORDINATE SYSTEM, NORTH AMERICAN DATUM OF 1983, TEXAS SOUTH CENTRAL ZONE.

2) ONLY THOSE COPIES WHICH BEAR AN ORIGINAL INK IMPRESSION SEAL AND AN ORIGINAL SIGNATURE OF THE SURVEYOR WILL BE CONSIDERED A "VALID" COPY. MOY TARIN RAMIREZ ENGINEERS, LLC., WILL NOT BE RESPONSIBLE FOR THE CONTENT OF ANYTHING OTHER THAN A VALID COPY OF THIS SURVEY.

3) BASED ON NATIONAL FLOOD HAZARD LAYER WEBSITE (LAST ACCESSED 2021-09-30), THE SUBJECT PROPERTY HEREON IS SHOWN TO BE PARTIALLY LOCATED IN THE LIMITS OF ZONE X (0.2% ANNUAL CHANCE FLOOD HAZARD, AREAS OF 1% ANNUAL CHANCE FLOOD WITH AVERAGE DEPTH LESS THAN ONE FOOT OR WITH DRAINAGE AREAS OF LESS THAN ONE SQUARE MILE) AND PARTIALLY WITHIN FLOOD ZONE "X"-NO SCREENING, AREA OF MINIMAL FLOOD HAZARD, AS SHOWN ON COMMUNITY PANEL NUMBER 48325C0375D, HAVING AN EFFECTIVE DATE OF MAY 15, 2020. THIS FLOOD STATEMENT DOES NOT IMPLY THAT THE PROPERTY AND/OR THE STRUCTURES THEREON WILL BE FREE FROM FLOODING OR FLOOD DAMAGE. THIS FLOOD STATEMENT SHALL NOT CREATE LIABILITY ON THE PART OF THE SURVEYOR.

4) EXCEPT AS SHOWN ON THIS SURVEY THERE IS NO EVIDENCE OF INTRUSIONS, OR PROTRUSIONS OF IMPROVEMENTS ON ADJOINING PROPERTY.

5) UNLESS OTHERWISE NOTED, ALL PROPERTY CORNERS FOR THE SUBJECT PROPERTY ARE SET 1/2" IRON RODS WITH AN ORANGE PLASTIC CAP STAMPED "MTR ENG".

FOR REVIEW ONLY

PRELIMINARY,

THIS DOCUMENT SHALL NOT BE RECORDED FOR ANY PURPOSE AND SHALL NOT BE USED OR VIEWED OR RELIED UPON AS A FINAL SURVEY DOCUMENT.

SURVEYORS CERTIFICATE

TO: MARK S. NEWMAN, MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT AND STEWART TITLE GUARANTY COMPANY.

I HEREBY CERTIFY THAT THIS SURVEY REPRESENTS FACTS DISCLOSED BY AN ON THE GROUND SURVEY MADE UNDER MY SUPERVISION, THAT EXCEPT AS SHOWN ABOVE THERE IS NO EVIDENCE OF APPARENT EASEMENTS, INTRUSIONS, OR PROTRUSIONS OF IMPROVEMENTS ON ADJOINING PROPERTY, AND THAT THIS SURVEY SUBSTANTIALLY COMPLIES WITH THE CURRENT TEXAS SOCIETY OF PROFESSIONAL SURVEYORS STANDARDS AND SPECIFICATIONS FOR A CATEGORY 1A, CONDITION II LAND TITLE SURVEY.

STEPHANIE L. JAMES, R.P.L.S.
REGISTERED PROFESSIONAL LAND SURVEYOR NO. 5950
MOY TARIN RAMIREZ ENGINEERS, LLC
12770 CIMARRON PATH, SUITE 100
SAN ANTONIO, TEXAS 78249
sjames@mtrengineers.com

MTR · Engineers · Surveyors · Planners
Moy Tarin Ramirez Engineers, LLC
TBPELS ENGINEERING F-5297/SURVEYING NO. 10131500
12770 CIMARRON PATH, SUITE 100 TEL: (210) 698-5051
SAN ANTONIO, TEXAS 78249 FAX: (210) 698-5085

BOUNDARY AND IMPROVEMENT SURVEY OF

A 29.938 ACRE (1,304,080.98 SQUARE FEET) TRACT OF LAND SITUATED IN THE MARIA LUCIA TORRES SURVEY NO. 39, ABSTRACT NO. 943, MEDINA COUNTY, TEXAS, BEING ALL OF A 29.938 ACRE TRACT AS CONVEYED TO MARK S. NEWMAN BY GENERAL WARRANTY DEED AS RECORDED IN DOCUMENT NUMBER 2017003114 OF THE OFFICIAL PUBLIC RECORDS OF MEDINA COUNTY, TEXAS.

Field Notes for a Tract of Land
Containing 29.938 acres (1,304,080.98 square feet)

A 29.938 acre (1,304,080.98 square feet) tract of land situated in the Maria Lucia Torres Survey No. 39, Abstract 943, Medina County, Texas, being all of a 29.938 acre tract as conveyed to Mark S. Newman by General Warranty Deed as recorded in Document Number 2017003114 of the Official Public Records of Medina County, Texas. Said 29.938 acre (1,304,080.98 square feet) tract of land being more particularly described as follows:

Beginning at a found 5/8" iron rod on the west right of way line of Farm to Market Highway 471, an 80-foot wide right of way, being the southeast corner of a 9.996 acre tract as conveyed to The Mathias John Leif Jr. Management Trust – 1997 by General Warranty Deed as recorded in Volume 729, Page 827, of the Official Public Records of Medina County, Texas, and being both the northeast corner of said 29.938 acre tract and of the herein described tract;

Thence, with the west right of way line of said Farm to Market Highway 471, being the east boundary of said 29.938 acre tract, the following two (2) courses:

South 00 degrees 18 minutes 58 seconds West, a distance of 682.00 feet to a set 1/2" iron rod with an orange plastic cap stamped "MTR ENG", being an angle point in herein described tract;

South 00 degrees 34 minutes 58 seconds West, a distance of 134.02 feet to a found 1/2" iron rod, being the north cutback corner at the northwest intersection of said Farm to Market Highway 471 and County Road 4714, a variable width right of way, and being an angle point in the herein described tract;

Thence, with the northwest cutback line of said Farm to Market Highway 471 and County Road 4714, being the southeast boundary of said 29.938 acre tract, South 45 degrees 06 minutes 01 seconds West, a distance of 71.43 feet to a found 1/2" iron rod, being the south cutback corner at the northwest intersection of said Farm to Market Highway 471 and County Road 4714, and being an angle point in the herein described tract;

Thence, with the north right of way line of said County Road 4714, being the south boundary of said 29.938 acre tract, South 89 degrees 31 minutes 26 seconds West, a distance of 1,435.46 feet to a found 1/2" iron rod with a broken yellow plastic cap (disturbed), being the southeast corner of a 94.65 acre tract as conveyed to Duane Boyle, Frances Boyle and David Boyle by Special Warranty Deed as recorded in Volume 652, Page 790, of the Official Public Records of Medina County, Texas, and being both the southwest corner of said 29.938 acre tract and of the herein described tract;

Thence, leaving the north right of way line of said County Road 4714, with the east boundary of said 94.65 acre tract, being the west boundary of said 29.938 acre tract, North 00 degrees 24 minutes 27 seconds East, a distance of 891.47 feet to a found 5/8" iron rod, being the southwest corner of said 9.996 acre tract, and being both the northwest corner of said 29.938 acre tract and of the herein described tract;

Thence, leaving the east boundary of said 94.65 acre tract, with the south boundary of said 9.996 acre tract, being the north boundary of said 29.938 acre tract, South 89 degrees 29 minutes 39 seconds East, a distance of 1,484.85 feet to the **Point of Beginning,** containing 29.938 acre (1,304,080.98 square feet) of land.

Note: Basis of bearings was established from the State Plane Coordinate System, North American Datum of 1983, Texas South Central Zone. A Survey of even date was prepared for this description.

FOR REVIEW ONLY
THIS DOCUMENT SHALL NOT BE RECORDED FOR ANY PURPOSE AND SHALL NOT BE USED OR VIEWED OR RELIED UPON AS A FINAL SURVEY DOCUMENT.

Stephanie L. James, R.P.L.S.
Registered Professional Land Surveyor
No. 5950
Date: 2021-09-30 Job No. 21218
VB